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ABSTRACT

This is the second volume of national reports on elementary or primary school curriculum in Asia and the Pacific, resulting from a project sponsored by the National Institute for Educational Research (NIER) in Tokyo, Japan. It includes national reports for the following countries: New Zealand, Pakistan, Papua New Guinea, the Philippines, the Republic of Korea, Sri Lanka, Thailand, Viet Nam, and Western Samoa. Each national report summarizes the following information derived from a series of five questionnaires developed by NIER: (1) background information about the country, its educational system, the qualification and training of teachers, current educational research projects, and problems and issues; (2) integrated curriculum, including content, inputs, process, product, future prospects, and a summary; (3) moral/religious/values education, including the context, instructional process, evaluation and feedback, and problems and issues; (4) work-oriented education, including the context, instructional process, evaluation and feedback, and problems and issues; and (5) curriculum load, including a definition, concerns of teachers and parents, general assessment, problems, nature and amount of homework, and a summary statement and comment. (TE)

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NIER

ELEMENTARY/PRIMARY SCHOOL CURRICULUM IN ASIA AND THE PACIFIC

National Reports: Volume II

EA 020 146

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National Institute for Educational Research, Tokyo, Japan

ELEMENTARY/PRIMARY SCHOOL CURRICULUM IN ASIA AND THE PACIFIC

- National Reports: Volume II -

Section for Educational Co-operation in Asia
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NEW ZEALAND

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

New Zealand is on the southwest rim of the Pacific basin approximately 1,600 kilometres to the east of Australia. There are two main islands and a number of smaller ones extending some 1,600 kilometres from north to south and up to 450 kilometres east to west.

1.2 Main geographical Features

The geographical features include the mountainous nature of the country surrounded by a vast ocean and an abundant rainfall distributed throughout the year.

An almost unbroken mountain chain runs north to south through both main islands. The South Island is the more mountainous of the two rising to 3,764 metres (approx. 12,000 feet) at the highest point. The North Island has four major volcanic peaks above 1,900 metres (6,200 feet) and a number of areas of significant thermal activity.

The daily weather pattern is influenced by the geographic features and the position of the country within a prevailing westerly wind belt. The temperate climate is well suited to plant growth with temperatures ranging from an annual mean of 9°C in the south to 15°C in the north. The majority of New Zealanders seldom see snow, except on the mountains. The mountainous nature of the country and the rainfall make short, swift-following rivers another notable feature.

The combination of the geographic and climatic conditions can be said to have an influence on the education of the country in that the population tends to be scattered. Some 51% of the total number of elementary schools have 6 teachers or less. The number of children in more isolated areas has led to the development of a large correspondence school catering for all levels of the school system.

1.3 Population

A national census is held every four years, the most recent being in 1981. Using the 1981 figures for (a) and (b), but 1984 figures from the Department of Education for (c):

(1) The total population is 3.2 million (1981).

(2) The average annual growth rate from 1976 to 1981 was 0.3% (1981).

(3) The number of children (1984).

age 0 - 4	= 252,720
5 - 9	= 261,720
10 - 14	= 306,740

1.4 National Budget for Education

The percentage of the national budget allocated to the education sector was:

1976 = 14.1%
1980 = 13.3%
1984 = 11.7%

The percentage of the national budget allocated to pre-school and primary/elementary education (excluding capital works) was:

1976 = 4.1%
1980 = 4.2%
1984 = 4.0%

1.5 Ethnic and Religious Composition

(1) Ethnic Groups (as a percentage of the total population in 1981)

European	85.79%
Maori	8.88%
*Pacific Island Polynesian	2.83%
Chinese	0.45%
Indian	0.28%
Fijian	0.04%
Other	0.34%
Not specified in census	1.39%
TOTAL	100.00

* Includes Samoan, Cook Island Maori, Niuaean, Tongan, Tokelauan.

(2) Religious Groups (as percentage of total population in 1981)

Members of various denominations of the Christian Church	75.0%
Not members of any church, or did not answer	23.0%
Agnostic or atheist	1.5%
Members of religions other than Christian	0.5%

2. The Educational System

Table 1: Diagram Showing the Education Facilities in New Zealand

Age	Educational Facility	Class	Age
2.5			2.5
3	Play		3
4	Centre Kinder-garten		4
5			5
6	PRIMARY SCHOOL	Junior Classes	6
7		Standard 1	7
8	Primary School	Standard 2	8
9		Standard 3	9
10		Standard 4	10
11	Intermediate or form 1-7 or Area School	Form 1	11
12		Form 2	12
13		Usual entry to Form 3	13
14		Secondary School (no examination) Form 4	14
15	Secondary	School Certificate Examination Form 5	15
16	School	University Entrance Examination Form 6	16
17		University Scholarship and Bursaries Exams. Form 7	17
18	Teachers College, Technical Institute or University		18
19			19
20			20
21			21

2.1 Structure of the Educational System

(1) Structure

Within the overall structure of the education system (see Table 1) primary education begins at age 5 years and extends to age 12 years. Children at each level are frequently grouped in classes of approximately 30 and most classes have one teacher for all subjects of the curriculum although the beginning of specialist staffing begins at Form I (age 11) with the introduction of home economics and workshop craft. Within intermediate schools there may also be specialist staff in art.

Another common pattern is that children are taught in multiple classes. In this situation one teacher may be responsible or several class levels. Many large urban schools have composite classes of two or more levels, and it is the common pattern for smaller rural schools.

Cooperative teaching in variable spaced teaching areas (open plan) is another alternative to the single-teacher, single-teaching group pattern. In the "open plan" schools a large group of children is the responsibility of a group of teachers. This means that a child could have contact with, and be taught by, more than one teacher during the school day.

Children remain at each class level for one school year and in most cases progression to the next class is automatic.

(2) Administration

The Department of Education is a government department responsible to a cabinet minister who is in turn accountable to Parliament. The department's administrative responsibilities are shared with other bodies, and it is a control agency as well as an administrative arm of the Government. Each education section has a different administrative structure, that is, primary, secondary and other sections are largely separated. The department advises the Minister on educational matters, including legislation. It is also responsible for inspecting all state and registered private schools, and for assessing primary teachers. Other administrative responsibilities for primary education include teacher recruitment and training, in-service, the development of syllabuses and resources, and the provision of buildings and equipment.

Education Boards: Primary education is controlled by ten education boards. These are statutory bodies elected by the school committees within their district. They have teacher representation. The boards administer government grants, employ primary teachers, and are the initiating bodies in providing school sites, schools and facilities generally for primary education. They arrange school transport for both primary and secondary education and service all teachers' salaries. They

also provide administrative support for early childhood education.

School Committees: Each primary and intermediate school has a school committee. This is a statutory body, elected every two years by parents and householders in the area served by the school. The committees are responsible, subject to the general supervision and control of education boards, for the day-to-day management and care of school buildings, grounds, and equipment. They interest themselves keenly in the general activities of the school and provide, along with voluntary parent-teacher associations, a focussing point for local opinion.

(3) Evolution of the curriculum during the last ten years

The main feature of the evolution of the curriculum during the last ten years is that all the subjects of the primary curriculum have, during this period, been revised or are at present undergoing revision. This includes the provision of new resources. Emphasis has been given in each subject to avoidance of stereotyping, and equality of the sexes. Efforts have been made to include where appropriate aspects of Maori language and culture, peace studies, energy, and agriculture education.

In general terms, the curriculum can be described as child centred and activity based.

2.2 Objectives of Elementary Education

No separate statement of the aims and objectives of primary (elementary) schools has been made. Work is in progress on a statement that includes the aims of education and purposes of schools in New Zealand. The following statement was published in a discussion document "A Review of the Core Curriculum for Schools", Department of Education (1984).

[Aims of the Education]

Education is a lifelong process which aims to help people to:

Intellectual:

- develop their ability to communicate and calculate,
- develop their ability to think and solve problems,
- encourage their urge the enquire and to gain personal satisfaction through learning and accomplishment,
- develop and appreciation of the contribution that the arts, sciences and technologies make to people's lives.

Personal:

- develop a sense of personal identity and self-worth,
- develop their ability to respond to experiences in creative and inventive ways and to develop reliable and workmanlike habits,
- develop an understanding of themselves as New Zealanders, their history, culture, institutions and ways of life,
- develop an understanding of and a sense of responsibility for their own and others' health,
- become self-reliant and to develop a sense of responsibility for personal and group actions.

Social:

- develop some understanding of factors influencing the New Zealand economy, of the various roles they can be expected to play, and of the skills and attitudes they will need to participate in it effectively and responsibly,
- develop an understanding of the personal, social and other skills and attitudes they will need to participate in the various communities in New Zealand,
- develop an understanding of people in other countries and cultures, and relationships with them,
- develop an understanding of and responsible attitudes to natural and man-made environments,
- accept the right of individuals and groups to be different,
- encourage the pursuit of excellence through individual and co-operative endeavour in the best interests of the community and nation to which they belong.

It should be noted that this statement of aims is in draft form and that in 1985 work will continue on the curriculum review.

2.3 Educational Policy and Curriculum Development

(1) Educational Policy: The Government decides educational policy, advised by the Department of Education. The department is then responsible for the implementation of that policy.

(2) Curriculum Development: Curriculum development is part of the educational policy of the country and, therefore, decided by Government. The Curriculum Development Division of the Department of Education is responsible for advising on development issues and the preparation of syllabuses and resources for learning.

Since its formation as a unit in 1963, the Curriculum Development Division of the Department of Education has been responsible for keeping under review the school curriculum from junior classes (age 5 years) to the seventh form (age 17/18 years). Its role includes co-ordination the curriculum activities of all interested parties such as the New Zealand Educational Institute, the Post Primary Teachers' Association, the inspectorate, the national examination boards,university interests and professional body interests. When revision is needed, revision committees, representing all branches of the education service, are established under the authority of the Minister of Education.

When a revision committee has completed its work, the Curriculum Development Division, in association with the department's Audio Production Unit, Publication Branch, Visual Production Unit and National Film Library, is responsible for preparing guidelines and teaching materials for the new courses.

Each subject is developed on the basis of a common pattern involving the statement of precise objectives in terms of intended changes in pupils' cognitive and affective behaviour, the drafting of learning resources designed to achieve these objectives, the trial and appraisal of these materials in schools, and then revision in the light of the trials prior to publication and dissemination.

2.4 Years of Elementary/Primary Education

(1) Primary : 8 years (from age 5 years to age 12 years)

(2) Compulsory Education: Education is compulsory from age 6 years to age 15 years inclusive. (Although it is compulsory to begin school at age 6 years, almost 100% of the population begin school at age 5 years)

2.5 Class Size and Pupil-Teacher Ratio

(1) As at 30 September 1983, the average class size in primary (elementary) schools was 27.5 pupils per general classroom.

(2) Class sizes ranged from 5 to 42 pupils.

(3) The average teacher-pupil ratio in 1983 was one teacher

to 26 pupils.

2.6 Organization of School Day, Week and Year

(1) The Number of Periods per Week

Most primary schools in New Zealand do not use periods in the conventional sense. The school day is more likely to be partitioned by the recess times.

The reason for this is that almost all teachers run an integrated programme, and each teacher is responsible for deciding the content and the time devoted to each topic or unit in their own classroom.

In some intermediate schools (part of the primary system), periods are used for part of the day. Pupils spend most of the day in their "home" room.

(2) Duration of Each Period

In schools where the day is divided into periods, the duration of each period varies from 45 to 90 minutes.

(3) Duration of School Day

The total duration of one school day is 6 hours (including recess times of 1 hour 20 minutes).

(4) Recess Periods

Most schools have 3 recess periods a day as follows:

mid-morning	15 minutes
lunch hour	1 hour
mid-afternoon	5 minutes

(5) Minimum Number of Days per Year

Schools are required to be open a minimum of 200 days per year.

(6) Compulsory Subjects

There are 8 compulsory subjects for the first 6 years of primary school and with 9 compulsory subjects for years 7 and 8.

The subjects are:

Years 1-6: English (including listening, speaking, reading, writing), mathematics, social

studies, science, music, art and craft, physical education, and health.

Years 7-8: All of the above plus manual training (home economics and workshop craft).

(7) Elective/Optional Subjects

The only optional subject is Maori language. In addition, intermediate schools (years 7 and 8) usually provide a programme of cultural electives such as drama and various hobbies. These vary from school to school.

2.7 Time Allocation

Each school's programme of work must be based on the syllabuses approved by the Department of Education, and should suit the ability and aptitudes of the students. "Blocks" of time are used for language (oral and written), for crafts, and for integrated studies. The typical times allocated each week to the subjects are shown in Table 1, though these times can be given approximately only. The time given in the table for physical education does not include sport. A typical school probably allocates at least one hour a week to sport.

Table 2: Approximate Times Allocated per Week to Each Subject According to Year of Schooling

Year/Time	1	2	3	4	5	6	7	8
Subjects	hrs mins	hrs mins	hrs mins	hrs mins	hrs mins	hrs mins	hrs mins	hrs mins
English Language	10 40	10 40	10 40	10 40	10 10	10 10	9 10	9 10
Social Studies	1 30	1 30	1 30	1 30	2 30	2 30	2 30	2 30
Mathematics	2 00	3 00	3 45	3 45	3 45	3 45	3 30	3 30
Science	1 00	1 00	1 00	1 00	1 15	1 15	1 00	1 00
Physical Education	1 30	1 30	1 30	1 30	1 30	1 30	1 30	1 30
Health	30	30	30	30	30	30	45	45
Music	1 00	1 00	1 00	1 00	1 00	1 00	1 00	1 00
Art and Craft	1 30	1 30	1 30	1 30	1 00	1 00	1 00	1 00
Manual Training							1 40	1 40

Table 2 is based on information from "Educational Standards in State Schools", Department of Education (1978). There is no required examination system or national allocation of marks.

3. Qualifications and Training of Teachers

3.1 Qualification for Entry to Pre-service Teacher Education Programmes

The minimum qualification for entry into a teachers college is the granting of a Sixth Form Certificate after 12 years of schooling or the passing of the University Entrance examination but many have higher qualifications.

3.2 Duration of Pre-service Teacher Training Programmes

The duration of training is three years unless applicants have minimum entry qualifications and also have other recognized qualifications or experience. Such people may be credited with one year of the course and complete their training in two years.

3.3 Content of Pre-service Training Programmes

Subject to the approval of the Director-General of Education, each college is responsible for the content of all courses taught in that college. However a typical course of training at a teachers college usually consists of three aspects:

(1) Professional Studies - this includes a study of human development, learning theory, the primary school curriculum and practical training in schools. The purpose of this section of the course is to develop professional knowledge and skill as a teacher.

(2) English language - the purpose of this section of the course is to continue each student's study of English language and literature including children's literature.

(3) Selected Studies - the aim of selected studies is to provide opportunity for students to further their education in subjects of their strength and interest. Examples are science, Maori language, art, physical education, and social studies.

3.4 Selection of Principals of Primary Schools

After a period of successful experience as a classroom teacher and usually holding a position of responsibility such as Senior Teacher or Deputy Principal, teachers may apply for adver-

tised vacancies for the position of principal. In smaller schools the applicant with the highest grading, the longest experience, and the most suitable qualifications is appointed to the position by the controlling authority of the school. Selection procedures for principals of larger schools generally include an interview as the main element. In special schools, a "special character" criterion is used for appointment purposes.

3.5 In-service Teacher Training Programmes

As at 1984, there is a basic provision of two in-service days for each teacher each year. For the first of these days a relief teacher is provided and on the second day parents are requested not to send their children to school. In addition, there is a provision for a further 1.5 days per teacher which is allocated according to need. It should be noted that in practice the provision does not mean every teacher gets 3.5 days each per year.

Further provisions are available at a national residential in-service centre and three regional teacher centres. National refresher courses are offered each year and travel costs are paid for teachers selected to attend.

Other continuing education opportunities, available in the teacher's own time, include advanced qualifications through universities, teachers' colleges and correspondence courses offered by the Advanced Studies for Teachers Unit.

Another aspect of in-service work is available through the consultative service of advisers, inspectors and other specialist staff.

4. Research

Attitudes Towards Physical Education - L T Williams - 1982
Early Reading In-Service Course Evaluation - H Turner and D Helm - 1980
Environmental Education - J Hayward - 1983
Learning in Science - Freyberg, Osborne et. al. - 1984
Social Studies Subjects Survey Monitoring - McGee - 1983
Priorities in Social Studies - Bassett - 1981
The Effects of Outdoor Education Programmes - Besley
Health Education Item Bank - Calvert and Cameron - 1984
Health Knowledge, Attitudes and Practices of School Pupils - Calvert - 1984
Physical Fitness Testing - Russell
Report of Special Physical Education Programme - Renice - 1979
Reading Recover - Clay - 1980
Direction for New Zealand Society that have Implications for the Curriculum of New Zealand Schools - Roy Shuker - 1980

Study of the Written Language of Dunedin 9 Year Old Children (Dunedin Multidisciplinary Study) - 1982
Physical Education Primary - H Norman and L Black - 1984
Survey of Social Studies Subjects - Department of Education - not yet published
Survey of Music Learning - Department of Education (unpublished) - 1980
Art Curriculum Survey - Department of Education (unpublished) - 1978
Home Economics Syllabus Trial Evaluation - B Vincent - not yet published

5. Problems and Issues

5.1 Problems of Failure and Dropout of Pupils

Dropout is not a major issue in New Zealand primary schools. By law, education is compulsory from age 6 to 15 years. Dropout, in the sense of children ceasing to attend, is virtually non-existent but in large centres there is a small percentage of pupils who may be truant from time to time. Failure of pupils is, however, of considerable concern. Since there are no national examinations at the elementary level, failure is not defined in terms of nationally applied evaluative criteria. Rather it is failure to reach a level of achievement commensurate with intellectual ability. An example of remedial action is an extensive scheme known as 'Reading Recovery' which aims to identify children at age 6 who are 'at risk' in reading (and, therefore, usually writing). Extra staff are specially trained as Reading Recovery Teachers and give individual help to such children to improve their achievement level.

5.2 Percentage of the School-age Population Attending School

In 1981, virtually all children of elementary school age were enrolled. The remainder, only some 50 children in total, were not enrolled because their parents have been granted exemption from enrolment at a primary school. Exemption may be granted if parents wish to educate their children at home and can demonstrate to the local educational authority that they are capable of providing education to a suitable level for their children.

5.3 Other Major Problems and Issues

(1) Primary School Staffing

The report of a Primary School Staffing Working Party was published in 1983. Four areas have been identified by the Working Party as meriting immediate attention.

These areas are:
1) The first three years of primary education.
2) Children requiring special programmes.
3) Supporting the child in the classroom.
4) The Form 1 and 2 years (age approximately 11-12).

(2) Curriculum Review

At the end of 1982 a working party was established by the Director-General of Education to consider the structure and balance of the core curriculum in primary schools. The working party contributed to a report which was issued in March, 1984. Interested individuals and groups have been invited to respond to the report's premises and recommendations. This work is continuing on the basis of wide consultation.

(3) Maori Language

In recent years there has been a marked resurgence of interest in Maori Language. Language pre-schools have been set up by Maori people in many districts as a means of pre-serving their language. This movement is known as Te Kohanga Reo (The Language Nest). As children from these pre-schools enter the State system it is placing pressure on schools to continue the Maori Language development of these children. Few primary teachers are speakers of Maori.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Content

1.1 Definition

In New Zealand an "integrated" approach to curriculum organization means the combining together of two or more of the traditional subjects to assist the achievement of common objectives and give point and motivation to the learning and development of selected skills and emphasize the development of the 'whole' child.

Distinctive features of integration are as follows:

(1) Each teacher is responsible for determining which of the subjects of the curriculum will be integrated, when this will be done and what methods and resources will be used.

New Zealand primary school teachers receive three years of pre-service training. They are, in general, committed to teaching as a profession and have strong

feelings about their professional competence and personal independence. Integration has become established through sections in official handbooks and guides, professional reading by teachers, in-service courses, and further education at universities and visits to other countries.

(2) There was no official policy decision to introduce an integrated approach. Official syllabuses are provided only in the traditional subjects, but with 94% of the teachers surveyed using an integrated approach, it is clear that there has been support for the development of the approach at all levels of the school.

(3) Because of the independent and personal way integrated programmes are prepared by individual teachers, no single description or single methodology can be given.

1.2 Rationale

As implied in (2) above, no clear reasons can be given for the development of an integrated approach. It seems reasonable to suggest that it came about through the level of professional competence of New Zealand teachers and their ability to judge the worth of educational ideas and adapt them to their own practice. Of greatest significance is that teachers aim to teach the "whole child", and use a child-centred approach. There is no doubt integration helps avoid the overlapping of content. An important aim is to help children to learn how to learn.

1.3 Present Status

As noted in preceding sections, integration has become established as a permanent feature of the education system.

If the definition of "full" integration means all subjects are integrated all of the time by all teachers, then this is not the case in New Zealand. Of the teachers surveyed 94% said they used an integrated approach in their classrooms. The extent of the use of the integrated approach reported was:

All subjects all the time	- Nil
All subjects some of the time	- 14%
Some subjects all the time	- 33%
Some subjects some of the time	- 53%

On this basis there is partial usage of an integrated approach.

Teachers at all levels of the primary school reported they used an integrated approach with at least some subjects some of the time. Language (English), Social Studies and Science are the subjects most likely to be integrated.

No integrated activities are included in syllabuses. Texts are supplied by the Department of Education only in reading and mathematics. No integrated activities are included in the mathematics texts. School journals, supplied as part of the reading programme have, as a regular feature, non fiction material which is used as reference in other subjects, especially science and social studies topics.

Classroom activities will be related to a theme or topic usually chosen by the teacher. A typical example is a unit of work from one junior class on the topic "Parent Occupations". The children listed the work their parents did and the teacher arranged for the class to visit some of the parents at their work-place; e.g. farmer, chemist, dry cleaner, baker. Other parents visited the school (e.g. firefighter and nurse). Based on these visits and visitors, the teacher guided the children in preparing group activities which involved reading and writing, listening and speaking, (language work); measurement, sorting, counting, weighing (mathematics); cleanliness and hygiene (health); seasons, weather, birth of lambs (science). Music was also involved by children making their own music to suit the theme, and through singing appropriate songs. Drama was involved in role play.

2. Inputs

2.1 Course Content

Since no subjects are integrated by policy requirements or by textbooks supplied, the teachers in the sample were asked to rate the extent to which the subjects of the primary school curriculum were integrated in their classroom programmes. The rating was on a four point scale as shown in Table 3.

Table: 3 The Extent to which Subjects are Integrated (in order of degree of integration)

Subject	Great Extent	Some Extent	Limited Extent	Not at all	Total
*Language	78	18	4	-	100
Art	53	45	2	-	100
Reading	43	49	6	2	100
Social Studies	39	59	2	-	100
Science	23	49	22	6	100
Health	14	49	33	4	100
Music	10	33	38	19	100
Mathematics	4	23	46	27	100
Physical Education	4	9	57	30	100

Note: * The term "Language" means the development and application of the skills of listening, speaking

and writing English. Note that Reading is listed as a separate "subject".

Table 3 indicates that a large proportion of teachers in the sample reported that they integrate all subjects, at least to a limited extent. Language, art, reading, social studies and science are the most likely subject to be integrated with only a small percentage of teachers reporting they do not integrate these subjects at all. Physical education, mathematics and music are the subjects that are least likely to be integrated.

Integration can involve both themes/concepts/units and problems/interests issues. This is a matter of teacher choice relating to the topic. An example is given in 1.3 above.

2.2 Instructional Materials

Few instructional materials have been supplied specially for integrated activities. Teachers choose the topics, the subjects to integrate, state the objectives, prepare activities, and find appropriate resources. However, some materials have been prepared in a small number of non-core topics, e.g. Fire Safety.

2.3 Teacher Preparation

No previous studies have been done on the topic but opinions expressed by teachers in this study indicate that they consider the integrated approach places greater demands on teachers than use of a textbook or a resource kit.

Fifty-six percent of the teachers in the survey indicated they had not received any specific training for an integrated approach to teaching.

(1) Pre-service training: In practice the training provided by the six teacher's colleges differ from one another and courses have changed within each individual college over time. However, colleges report that the position in 1984 is that students receive specific training in the subject areas and in an integrated approach during teaching practice when students are posted to schools for periods of practical training.

(2) In-service training: Teachers in the sample reported that in-service training had assisted them to implement an integrated approach:

Table 4: Extent to which In-service Training Assisted Teachers

To a great extent	11%
To some extent	39%
Only a little	11%
Not at all	16%
Not applicable	23%
Total	100%

Table 4 shows that 61% of teachers in the sample report that they have received some training through in-service for using an integrated approach.

The only teaching materials prepared specifically for using an integrated approach are in fire safety, energy education and, to a lesser extent, in some science units and social studies resource kits.

Information on where teachers obtain resources was provided by the survey. All teachers reported that they spent considerable periods of time finding and making their own materials and resources. Sources included libraries, bookshops and local industries. Teachers frequently bought the materials themselves or use was made of "waste" material from industrial and business sources.

Ninety-six percent rated the availability of resource material in implementing an integrated approach as important or very important.

Professional guidance is given to teachers as part of the work of school inspectors, advisers, teachers' college lecturers, principals and senior teachers. Teachers in the sample reported that they received most help from other teacher and staff in their own school. They saw less help being available from other sources.

2.4 Basic Requirements

No additions or modifications of physical facilities have been provided for the teaching of integrated courses.

3. Process

3.1 Teaching/Learning Strategies

Since an integrated approach has been widely used in New Zealand for at least 20 years there is no information available on changes in teaching methodology.

Teachers in the sample were asked to indicate the approximate percentage of time, in the integrated part of their programme, that was spent with whole class, small groups and individual children.

Results showed that 67% of the teachers said they spent 50% or more of this time working with their class as a whole. Thirteen percent of teachers spend 50% or more of their time working with small groups. Seven percent of teachers spend 50% of more of their time working with individuals. A common pattern was for teachers to report spending 50% of the time with the whole class, 30% with small groups and 20% with individual children.

3.2 Mode of Implementation

(1) Integrated programmes in classrooms may be linked or co-ordinated with other groups or situations such as other classes in the school, the whole school, other schools, and school camps. Teachers in the sample were asked to rate these. Results are shown in Table 5.

Table 5: Frequency of Co-ordination of Integrated Programmes with Other Groups or Situations

	Often	Sometimes	Never
Other classes	32%	53%	15%
Whole school	4	51	45
School camps	11	31	58
Other schools	-	24	76

(2) In response to the question of whether integrated programmes involved work outside school time, 20% of the teachers indicated that they sometimes occurred and 80% said they never occurred.

(2) Activities outside school time are not compulsory.

No special classrooms are provided. Where school activities involve school camps these may be held at sites owned by education boards or community facilities. There is no national policy on school camps, but education boards are able to adapt existing facilities such as disused rural school buildings, providing they can support the conversion and maintenance from existing funds or locally raised funding.

4. Product

4.1 Programme Evaluation

No evaluative study of the integrated approach has been undertaken. However, teachers were asked to rate the importance of various factors in the successful implementation of an integrated programmes. This is presented in Table 6.

Table 6: Importance of Factors in the Successful Implementation of an Integrated Programme

Factors	Proportion of Teacher's Rating as Important or Very Important
Resource Material	96%
Choice of Subject	82%
Training	75%
Principal's Support	74%
Availability of Community Resources	73%
School Organization	65%
Other Teachers' Support	65%
Adviser's Support	59%
School Scheme	57%

Inspectors' support, single classrooms and variable space were seen as important or very important by less than 50% of teachers.

4.2 Progress of Implementation

No special steps have been undertaken to ensure the success of integrated programmes.

4.3 Overcoming Problems

No action has been undertaken or proposed to overcome the problems of the adoption of the integrated curriculum.

5. Future Prospect

5.1 Likely Action

There is no indication of change. In light of the country's experiences with integrated programmes the most likely action is to continue as at present.

6. Summary and Comment

In New Zealand an "integrated" approach to curriculum organization means the combining together of to or more of the traditional subjects to assist the achievement of common objectives and give point and motivation to the learning and development of selected skills.

It is interesting to note that there was no official policy decision in New Zealand to introduce an integrated approach, yet it is widely used by teachers. Ninety-four percent of teachers in this study indicated that they integrate subjects for instruction in their classroom. Official syllabuses are provided under-traditional subject headings and few materials are supplied that aim at an integrated use. On the other hand, the approach is supported by school inspectors and advisers.

The question of why, under these conditions, there has been such growth of an integrated approach in classrooms was not answered by this study, but it seems possible that the general use of an integrated approach has developed for a number of reasons. A strong emphasis is placed, both by the Department of Education and the teacher organizations, on the importance of each teacher being able to make informed, professional judgements about the setting of specific objectives in their own classrooms. The objectives are set in relation to the teachers' knowledge of the overall aims of education, the range of abilities and interests among the children in their class and an emphasis on the importance of educating the "whole child".

The important feature of the use of an integrated approach to curriculum organization is that the objectives stated, the subjects integrated, the topic covered, and the resources used are the responsibility of each teacher. This is achieved within the general guidance of each syllabus which is deliberately stated in broad terms to enable teachers to adapt the work to the abilities or interests of the children they teach.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

1.1 Terms Used

There is no defined subject in the curriculum of New Zealand state schools devoted to moral/religious/values education, thus no definition of terms can be given.

A partial exception to the above statement is religious education which may provide the "special character" of some private schools. In such cases the school is usually associated with a denomination of the Christian Church.

State schools are secular by law but schools are able, with the approval of their school committee, to close for up to 60 minutes per week for "religious instruction", not exceeding a total of 20 hours per year. This is taken by volunteers from the community and parents have the right to withdraw their children from such classes if they wish. Teachers who wish to take religious instruction may be freed from their normal duties for up to 30 minutes per week.

1.2 General Objectives of the Programme

In most cases principals of primary schools require voluntary instructors to follow the syllabus "Religion in Life". This was approved by the Churches Education Commission of New Zealand. However, it is outside the state system and has no official status.

Within private schools, the churches concerned decide the syllabus to be followed.

1.3 Defined Curriculum

Although there is no defined curriculum for moral/religious/values education, most subjects have some stated aims or objectives that refer to moral behaviour or certain values and belief systems that are widely held in New Zealand society.

1.4 Levels

Where applicable, these topics are incorporated into programmes from age 5 years.

1.5 Compulsory or Optional

In so far as this aspect of morals or values is part of the normal programme and taught by the usual classroom teachers, then the studies are compulsory. In the case of religious instruction periods in state schools, parents have the right to withdraw their children.

1.6 Time Allocation

No separate time allocation is made for moral/religious/values education. Again, the partial exception is religious education which may provide one period per child per week when the school is considered to be closed.

1.7 Minority Groups

No special provisions are made for minority groups as far as moral/religious/values education is concerned other than the provision already described for integrated private schools which have religion as their "special character".

2. Instructional Process

2.1 Separate Syllabus/Statement of Content

There is no separate syllabus or statement of content. Department curriculum developers, with responsibility for each subject, were asked to provide a statement of the morals/values incorporated in the aims of their subject.

Art

In the process of helping children to develop their capacity to seek ideas for art and their ability to express themselves by making art works, they will learn to value the way that different cultures express their traditions, values and beliefs in their art forms.

Health

The aims deal with attitudes of personal care and responsibility - care of self and others including those with special needs.

Language and Reading

Aims include helping children to develop a positive self concept and to help children to extend their awareness of ideas and values. Tolerance, equality of the sexes and helping children to avoid stereotypes of any kind are included.

Mathematics

Encourage attitudes of precision, and the development of careful work habits.

Music

Learning co-operation and the value of team work. Sensitivity to other people to value creative activity.

Physical Education

Values of a healthy life-style, and sporting behaviour. Developing individual responsibility, co-operation with others and enjoyment of participation.

Science

Teaching children to value life through care of the environment and care of living things. Developing honesty and being open-minded.

Social Studies

Social studies is seen as an important subject in terms of values and attitudes. As they move through their social studies programmes, children will be encouraged to become open-minded, to have concern for truth and justice, and to develop those feelings of empathy and humanity which will help them to grow towards responsible participation in society.

It must be noted that, in spite of these statements, there is no separate syllabus of moral/values education.

2.2 Instructional Materials

No specific instructional materials are made for either teachers or pupils.

2.3 Teachers

The usual classroom teacher does except for religious instruction when volunteers from the community may enter the school.

2.4 Training Programme for Teachers

No specific or additional training is given in state teachers colleges. Up to the present there have been two private teachers colleges that provide training in religious education for teachers in certain religious based private schools.

2.5 Methods and Techniques Adopted

The usual methods of teaching for the subjects concerned.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Pupils are evaluated as part of the normal programme with no special emphasis on moral/values education.

4. Problems and Issues

4.1 Outline of the Problems and Issues

Problems and issues take on a special aspect in relation to this topic as there is no specific programme. Issues relate to morals and values that are incorporated into programmes and reflected by teachers. For example, some sections of the community have expressed considerable concern about the inclusion of sex education in the health syllabus currently being developed.

4.2 Future Prospects

There are no plans to introduce separate or specific programme in moral/religious/values education. There is no syllabus for all New Zealand State schools in Moral/Religious/Values education. Most subjects have stated aims that refer to moral behaviour and values that are widely held in New Zealand society. Social Studies in particular has an important role to play in Moral/Values education. Teachers aim to help children to:

- Inquire into the ways people think feel and act, what they value and believe in, what they aspire to, how they earn a living, and how they find pleasure and artistic expression.

- Become more aware of their own self worth, values, goals and commitments as they compare their own situation with that of other groups of people.

- Consider the strengths, and the weaknesses, of individuals and groups who have faced problems and who have displayed courage, ideals and commitment to others.

- Develop their ability to explore feelings, to reason about moral dilemmas, (related to their own experience) and to consider the consequences of moral decisions.

- Recognize the need for social participation and involvement in ways appropriate to their age, maturity and cultural background.

(From "Faces 5, Primary Social Studies Newsletter, Thinking, Feeling, Valuing", Department of Education (1980))

Values such as these, and others that deal with honesty, truthfulness, and care of the environment are universally accepted.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

The term "work-oriented education" is not used in New Zealand. Primary schools aims and purposes are not directly work-oriented.

1.2 Terms Used

No terms are used to refer to work-oriented education in primary schools.

1.3 Objectives

Refer to 1.9 below.

1.4 Curriculum Areas

While not a defined curriculum area, objectives that could be said to involve work-oriented education are integrated in a number of subjects. One example quoted in the introduction to the questionnaire is "helping children to understand the importance of work". This is similar to one of the objectives in the 1961 Social Studies Syllabus which states children "learn more about the ways people earn a living, use resources and apply technology".

A second example is "helping children solve practical problems in everyday life with emphasis on manual skills" which is similar to an aim of workshop craft which is "to encourage independence in solving practical problems in everyday life".

However none of the subjects in the New Zealand curriculum are intended to be specifically work-related. Rather, they are seen as helping children to understand themselves and their world and to prepare them to take their place in society. It is the difference between learning about the place of work within the society and learning to do the work itself.

1.5 Levels

There is no designated programme in the primary school that aims at work-orientation.

1.6 Time Allocation

No time is allocated specifically for work-oriented education.

1.7 Main Emphases of the Programme

Teachers were given a list of five aims and asked to indicate their importance in their classroom programmes.

Table 7: Importance of Aim in Work-oriented Education
- Degree of Importance-

(%)

Aims	Very Important	Important	Of some Importance	Not Important	Total
A: To help children to develop good work habits	56	40	4	0	100
B: To help children to develop positive attitudes towards work	61	29	8	2	100
C: To help children to relate classroom activities to life in their community	27	50	23	0	100
D: To help children to understand the place of work in society	15	37	42	6	100
E: To help children to learn to solve practical problems in everyday life, with emphasis on manual skills	13	33	50	4	100

Teachers gave highest priority to the aims "to develop good work habits" and "to develop positive attitudes towards work". "To help children to relate classroom activities to life in their community" was rated as very important by 27% of the sample and as important by 50%.

The two aims which relate more directly to work were given relatively lower rating; "to understand the place of work in

society" was rated as important or very important by 52% of teachers, and "to learn to solve practical problems in everyday life with emphasis on manual skills" was given the same rating by 46% of teachers.

Fifty-four percent of teachers reported that they frequently used these aims in units, themes, activities or lessons and 39% that they sometimes did so. Four percent said they seldom used any of the aims and 2% said that they never did.

Teachers of standard 2 to 4 classes tended to give higher ratings to "developing good work habits and positive work attitudes" than teachers of junior or senior classes.

2. Instructional Process

2.1 Content

There is no separate syllabus or statement of content for work-oriented education in the primary school. The importance of good work habits is reflected in the everyday influences of the teachers on their pupils. Some teachers in the survey outlined a system of positive reinforcements to encourage good work habits. Others noted it was a general expectation towards all classroom activities.

Within the subjects of the curriculum, teachers reported incorporating activities on work into social studies, English language, science and in many integrated units of study.

2.2 Instructional Materials

No instructional materials are available specifically for work-oriented education. However, teachers were asked to consider resources generally available which could be used to contribute towards the aims of work-oriented education. (Note that the term "resources" was seen as wider than "materials" in that people could be a resource).

2.3 Development of Materials

No special materials. The resources listed by teachers came from a wide variety of sources.

2.4 Cost of Materials

No resources listed were at a cost to pupils, with the possible exception of visits made out of the school that required public transport.

2.5 Provision of Materials

No special materials are provided

2.6 Local Resources

A very common activity reported by teachers in the survey was visiting local people in their work-place or having visitors to the school to talk about or demonstrate their work.

2.7 Special Facilities

No special facilities are provided.

2.8 Teachers and Training Programmes

No special staffing is made available.

2.9 Support Provisions

None

2.10 Methods

The most frequently used method noted by teachers was the study of local people engaged in a variety of work. Children were given direct experiences through visits and these were used in reading, writing, drama and in related activities in the classroom. Such activities were often described as having the theme of "People who help us".

2.11 Co-curricular Activities

As indicated throughout this chapter, work-oriented education is covered entirely through co-curricular activities.

3. Evaluation and Feedback

3.1 Pupil Evaluation

None

3.2 Communication of Results

None

3.3 Programme Evaluation

No special provisions are made for evaluation of aspects of work-oriented programmes.

4. Problems and Issues

4.1 Outline of the Problems and Issues

There are no problems or issues at the elementary level.

4.2 Future Prospects

There is no suggestion from any quarter that work-oriented education become a separate curriculum area in the primary school. Although there is growing concern about unemployment, expressions of opinion from most sectors of the community appear to indicate that a broad education and the acquisition of basic skills are the main contributions that primary schools make in preparing pupils for work.

4.3 Summary and Comment

In general terms, the purpose of primary (elementary) schools in New Zealand is to provide the basis of a broad general education including the basic skills of literacy and numeracy. Education at the primary school level is not regarded as work-oriented even although it is contributing to the development of skills, knowledge and attitudes that will be relevant to later working life.

New Zealand society has a set of values that are Christian in origin with a "work ethic" as part of this value system. Teachers,as members of this society, incorporate these value and reflect them in their teaching.

Within the subjects of the curriculum, teachers reported incorporating activities which have aims that can be described as work-oriented into social studies, language work and integrated units.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition/Meaning

The concept of 'curriculum load' refers to the demands placed on children, but New Zealand teachers in the sample tended not to see it in these terms. A statement from one teacher in the survey summarized the position taken by a number of others.

> "The questionnaire was difficult to answer because while the number of subjects and activities to be covered in a day, and the content of some subjects (e.g. maths) may be heavy, teachers have the responsibility to adapt what is taught to suit the needs of individual children. This may mean reducing the amount of work for children of lower ability and enriching the work of the above average. In other words this means individual children will not be burdened with an overheavy workload so long as teachers select and screen what they teach to suit each child. As a consequence a heavy load rests on teachers' shoulders while the work for an average child appears 'about right'."

Statements of this type indicate that a number of teachers appear to see the notion of too great a curriculum load for children as an indication of the teacher's failure to exercise professional judgement.

A number of teachers expressed reservation about judging the 'overall' load. They indicated that while the overall load may be judged 'about right', individual differences mean that children may have different loads in different subjects.

The term 'curriculum load' is not in general use in New Zealand. It is more usual to refer in general terms to the number of subjects in the curriculum, the addition of new subjects, or the amount (content) to be covered in individual subjects.

1.2 Concerns of Teachers/Parents/Pupils

(1) From time to time there have been expressions of concern from individuals or organizations about the curriculum load in schools. Cases have not been documented and thus it is not possible to be specific about groups outside the sample of teachers in this study.

When opinions from such groups as teachers' organizations indicate a heavy curriculum load in a subject this may be taken as one of the indications of the need for a review or revision. On the other hand there have been some expressions of opinion from groups or individuals outside education that the curriculum load in primary school is too light.

(2) Specific points from teachers in the study:

Of those teachers who expressed concern about the curriculum load, specific subjects mentioned as too heavy were mathematics and written language. Subjects noted

as too light were art, music and physical education.

Other specific points noted were the number of subjects/topics to be covered, making it difficult for teachers to ensure all children reached mastery. The demands on time of extra curricular activities such as cultural clubs and sport were also noted as a concern by some.

However, these comments must be seen in the light of the overall judgement that total curriculum load was 'about right' (see 1.3 below).

1.3 General Assessment of Curriculum Load

Analysis of teacher responses:

Table 8: Curriculum Load at Class Levels

	Curriculum Load (%)				
Class Level	Very heavy	Heavy	About right	Light	Total
Junior Classes	-	12	82	6	100
Standard 2-4	-	31	61	8	100
Form 1-2	-	-	100	-	100
Overall	-	15	80	5	100

Table 8 indicates that 80% of the teachers in the sample consider the overall curriculum load about right, but it should be noted that while 15% judged it to be heavy, none consider the load to be very heavy.

When considered by class levels, 100% of F1-2 teachers judged the load to be about right. 82% of junior class teachers consider the load to be about right and 61% of standard 2-4 teachers stated the load was about right.

It appears that the curriculum load of the standard 2-4 level may be the heaviest in the primary school with the junior level being considered by teachers as the next heaviest. However, due to the small number in the sample this would require further checking.

Teachers made no mention of textbooks as an element in curriculum load. Only two resources (mathematics, and reading in junior classes) are supplied to schools. Both of these sets are currently being revised.

1.4 Assessment by Different Dimensions of Curriculum

The study showed there is strong agreement among teachers across the class levels. Language, reading and mathematics tend to be judged as heavy with minor variations, while art, health, music and science are considered to be light.

It is interesting to note that two of the subjects rated as heavy have textbooks or resources which may mean teachers are less able to 'manage' the load for pupils. On the other hand, all three subjects rated as heavy are those for which there are strong parental interest and high community expectations.

Teachers were also asked to list and rate any other subjects/topics not listed in the questionnaire.

Twenty-eight percent of teachers listed Maori language and culture and rated it as about right tending to light in load. Five percent listed drama and ranked it as light.

All other subjects/topics listed were sub-divisions of subjects listed in the questionnaire (e.g. handwriting, and spelling are part of the language syllabus).

1.5 Factors Contributing to the Problem of Curriculum Load

(1) Teacher Effectiveness

Teacher effectiveness is not considered to be a major problem in curriculum load. However, it is a continuing aim of the Department of Education and teacher organizations to improve the effectiveness of teachers through the calibre of people accepted for training, the continued development of pre-service training and the ongoing in-service training provision for teachers.

(2) Facilities

Facilities include the provision of school buildings, equipment and teaching resources. The provision of buildings and school equipment is of a high quality in New Zealand. The same can be said of a number of resources. School Journals and the reading materials, supplied free to schools, have received international recognition as being of excellent quality. However, in most subjects there is heavy dependence on teacher-produced resources as the most appropriate way of provide for individual differences between children and to suit the particular needs of the school and its community.

(3) Pressure of Examinations

There are no national examinations for primary schools and there is no indication that testing and evaluation of children contributes to the curriculum load.

(4) Additional Responsibilities for Teachers

A significant number of teachers in the sample indicated that additional responsibilities of teachers contributed to curriculum load by reducing the time available. Specific mention was made of sports and cultural activities.

(5) Addition of New Subjects

Some teachers mentioned the additions, or proposed additions, to the curriculum as adding to the load. Examples given were agriculture and Maori.

(6) Curriculum Changes

There was a clear indication from comments made by teachers that changes to the syllabus or resources in existing subjects was a major factor in curriculum load. Specific mention was made of mathematics, written expression and health. The question must be raised whether these teachers were differentiating between curriculum load for children or work load for teachers. It can be accepted that curriculum changes may make greater demands on curriculum load.

(7) Time

A frequent comment by teachers was the general lack of time to adequately achieve all the aims in each subject. Such comments were generally related to the points above.

1.6 Nature and Amount of Homework

There is no national policy on homework but each of the ten education boards has a set of regulations. The regulations from one education board state:

"Recognizing that homework varies in kind and amount according to the age of the pupil and the nature of the school community, the Board approves the following principles for the guidance of Principals;

(1) The task should be within the capacity of the child to perform without assistance. It should merely reinforce instructions already given at school.

(2) The co-operation of parents should be sought and their right to have their children excused from homework should be respected.

(3) Written work should not be set below Standard 3. In other classes it should be limited.

(4) The scope of the work set should be clear to both children and parents. Undue strain on children should be avoided and care taken that ample time is available to them for desirable leisure activities".

1.7 Effects on Enrolment

Curriculum load has no effect on enrolment in New Zealand. Enrolment is compulsory at 6 years of age but virtually 100% of the population are enrolled by 5 years of age.

1.8 Major Studies into Curriculum Load

No studies of curriculum load have been carried out.

1.9 Modification and Curriculum

Modification to the curriculum occurs as part of ongoing curriculum development. However, the need for change is carefully considered with wide consultation with teacher organizations and other interested groups and individuals. Curriculum load would be regarded as only one of the indicators of a need for change.

2. Summary Statement and Comment

Curriculum load is not a matter of wide concern in New Zealand primary schools. There is a number of possible reasons for this. One reason is that the only textbooks for primary schools are for mathematics and junior reading. This means there is no pressure to complete each textbook. Another reason is that the integrated approach, widely used in New Zealand, means that teachers combine subjects of the curriculum. In brief, it results in teachers selecting and adjusting objectives and content to achieve the objectives they have set within the broad guidelines of the syllabuses. This selection and adjustment means the curriculum load for children is controlled. One point that emerged from the study is that teachers appear to believe that a heavy curriculum load for children is an indication of the teacher's failure to exercise professional judgement.

On the other hand the concept of a heavy curriculum load is not entirely absent from New Zealand. It is sometimes expressed

as there being insufficient time to cover all the topics. This concern may surface when new materials are made available to teachers, or subjects added to the curriculum. However, the survey conducted indicated that most of the teachers in the sample did not consider curriculum load to be a problem.

PAKISTAN

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

The Islamic Republic of Pakistan is a sovereign state which came into existence on 14th of August 1947. It is situated in southern Asia and lies between 23 and 37 degrees north latitude and 61 and 76 degrees east longitude in the northern hemisphere. On its west is Iran, on its north and northwestern border is Afganistan, and on its extreme northern end it has a common border with China. To the south is the Arabian Sea and in the southeast is India. The total area of the Republic is 868,591 square kilometers.

1.2 Main Geographical Features

The area of Pakistan covers a variety of features such as (1) the western off shoots of the Himalayas, which spread over northern and north-western parts of the country, (2) the Potohar Plateau and Salt Range, (3) the Baluchistan Plateau, and (4) the Indus Plain.

Pakistan experiences a variety of climates in her different parts. The north and north-western high mountain ranges are extremely cold in winter; and in summer the weather in these mountains becomes pleasant. The plains are hot in summer with cold, dry weather in winter. The coast is somewhat temperate and there is generally low rainfall. Average annual rainfall ranges between 16 cm. in the plains to 120 cm. in the Himalayan region. Humidity in the coastal strip is high whereas in the remaining parts of the country, humidity is low because of deficiency in rainfall.

1.3 Population

According to the census conducted in March, 1981 the total population was 84.254 millions. Of this number 71.7% live in rural areas. By January 1985 the population has increased to about 93.6 million at an average annual growth rate of 3.1%. The number of children belonging to different age groups has been as follows:

Age group	Population in million for the years	
	1981	1985
0-4	13.09	14.56
5-9	13.20	14.35
10-14	10.56	11.62

1.4 National Budget for Education

Expenditure on education as a percentage of GNP is about 1.7%. Efforts are being made to increase it gradually to about 3%. Allocation for primary education is about 33% of total allocation on education at present. In 1976 and 1980 expenditure on education as a percentage of GNP was 1.7 and 1.2 respectively and primary education during these two years received 30% and 34% of the total allocation on education.

1.5 Ethnic and Religious Composition

Pakistan is an Islamic state but people belonging to different ethnic and religious groups are given equal opportunities in all sectors of the national life for promotion of socio-economic uplift of the country as a whole. The individual communities enjoy freedom to choose occupation and their rights are protected. Muslims are 96.67% of the total population, Christians are 1.56%, Hindus 1.51%, Ahmadis 0.12%, Buddhists 0.03%, Sikhs 0.03%, Parsis 0.01% and others 0.12%.

2. The Educational System

2.1 Structure of the Educational System and Evolution of Elementary School Curriculum

(1) Structure of the Educational System

A multistage structure of education as shown below is operative in Pakistan.

Level	Stage	School grade/class	Normal age group	Award or Certificate
Elementary (1st level)	Primary	1 - 5	5+ - 9+	School Assessment
	Middle	6 - 8	10+ - 12+	
Secondary (2nd level)	Secondary	9 - 10	13+ - 14+	Public Exam: Secondary School Certificate
	Inter-mediate	11 - 12	15+ - 16+	Higher Secondary
Higher	Degree	13 - 14	17+ - 18+	Degree of Baccalaureate (Arts/Science)

Formal schooling of the child begins at the age of 5+ years with admission to class 1 in a primary school. Education at this stage is offered in schools exclusively run for female or male students or in co-educational institutions. A separate structure has recently been introduced, known as 'Mosque Schools'. This institutional structure is attached to a Mosque in a village where no primary school is available. Mosque schools offer Religious and General Education for first three classes. Over eight hundred of these schools have been opened throughout the country during the last 3 years. Preliminary reports indicate successful performance and strong support from the community. The middle stage of education begins at the age of 10 years and extends over a period of three years of schooling to complete the elementary level. Upon successful completion of secondary school, the Boards of Education award a certificate.

Education for the first ten years of schooling, which covers primary, middle and secondary stages of education, is offered free in the schools managed by the Government.

(2) Evolution of Elementary Curriculum

The second cycle of curriculum reforms was initiated in 1974 by the Federal Ministry of Education in close collaboration with the Provincial Departments of Education, Provincial Curriculum Bureaus, the Universities, Textbooks Boards, pre-service and in-service teacher training institutions and the Boards of Secondary Education. One of the major endeavours was to relate the curriculum to the changing needs of the society so that it becomes relevant and meaningful to the learner and the community.

An attempt was made to incorporate and weave into the formal system of education all activities going on at an informal level

within the community to improve the quality of life of an individual as a person and as a member of the community. The attitudes developed were those that might motivate the pupils to be more productive and conscious of their own welfare.

For the development of primary school curricula in various subjects, a system of committee work was evolved. In these committees experts were drawn from among the curriculum developers, subjects specialists, teacher trainers and textbook writers. First of all, such committees worked at provincial levels. Their draft curricula were considered by National Committees. In this way a national curriculum was evolved.

The curriculum development process passed through the following stages:

(a) Determination of Goals and Aims

To start with, the goals and aims of education at various educational levels were determined. The goals and aims of education were properly defined into specific objectives and were classified under three broad areas: (a) cognitive, (b) affective and (c) psycho-motor.

(b) Preparation of Schemes of Studies

On the basis of the objectives of the elementary stage, the level-wise committees were formed to propose schemes of studies for every class. These committees were set up in Provincial Bureaus of Curriculum. They prepared provincial drafts of schemes of studies. These provincial drafts were considered and finalized by a national committee.

(c) Micro-Testing

Before finalization of the curricula, different learning experiences for various subjects were selected. Teachers from schools were trained in terms of teaching-learning strategies and provided with necessary instructional aids. These teachers taught the lessons to their classes and achievement of the objectives was measured. On the basis of the results of micro-testing, the curricula in various subjects were revised and finalized.

In the light of the new schemes of studies and curricula, textbooks were prepared by the Provincial Textbook Boards and revised by National Committees, constituted by the Federal Ministry of Education.

(d) Teacher Training

The working teachers were provided special re-orientation courses through the Provincial Education Extension Centres/In-service Training Centres. The programmes of pre-service training of teacher for Primary Teaching Certificate were also revised.

(e) In 1978, the National Education Policy was announced. The main thrust of this policy was to foster a deep and abiding loyalty to Islam and Pakistan.

In the light of the recommendations of this Policy the Curricula were revised:

i) to make it more relevant to the teachings of Islam and the Ideology of Pakistan;

ii) to lay emphasis on spiritual and moral development;

iii) to make adjustment in the course contents according to the feedback received from the teachers, parents and the students.

In order to enable the students to understand the Quran and have a close relationship with the Muslim community all over the world, teaching of the Arabic language has been introduced as a compulsory subject for classes VI to VIII.

(f) Later on, evaluation exercises were done in collaboration with Provincial Bureaus of Curriculum. The available reports identified a good deal of overlap and repetition in the curricula of different grades. To resolve this issue national committees have been set up to review the curricula of different subjects vertically and horizontally for classes VI to XVI. This exercise is in progress.

2.2 Objectives of Primary Education

CLASSES I to V

COGNITIVE

- Knowledge of poems, national songs and simple anecdotes about religion and society.
- Knowledge of fundamentals of Islam and deeds and achievements of the Holy Prophet (peace be upon him).
- Knowledge of countries in the Islamic World.

- Knowledge of personal hygiene, health and safety and of their significance in the community.

- Knowledge of common facts concerning home, family, school, community and nation and knowing the difference between these social institutions.

- Knowledge about the utilization and preservation of things in the locality for the improvement of the surroundings and conditions of life.

- Knowledge about the community and its structure, the role of the community in the nation.

- Knowledge of living and non-living things, and of scientific and technical inventions and their common use in life.

- Knowledge of great Muslims and famous personalities.

- Knowledge of Pakistan and neighbouring states and countries.

AFFECTIVE

- Faith in God.

- Love for God and his prophets, spirit of sacrifice and service to the nation and mankind.

- Appreciation for and acceptance of Islamic practices.

- Love and respect for home, school and country.

- Desire to find out the truth.

- Desire to preserve oneself and conserve useful things in the environment.

- Development of attitudes for understanding, and accepting change.

- Conscious acceptance of responsibility for social obligations.

- Strengthening the habits of regularity, punctuality and self-discipline.

- Desire for, and pride in, doing one's own work.

- Attitude of acceptance of one's own strengths and weaknesses.

- Knowledge of cleanliness and healthy living.

- Care of others before oneself.
- Respect for property of others.
- Desire to explore the surroundings, and development of an attitude of appreciation for the discoveries made in the past.
- Desire to understand the physical environment and the inter-relationships that exist in nature.
- Attitude of sharing things and working in cooperation.
- Development of patriotism and love and respect for national symbols.
- Development of a spirit of inquiry leading to a scientific attitude.
- Appreciation of beauty of form, colour, shape and sound.
- Desire to meet people, go to places and discover facts about them.

PSYCHOMOTOR

- Ability to recite the Holy Quran, religious and national songs.
- Developing good manners and displaying social courtesies.
- Caring for one's health and discharge of social and religious obligations.
- Habit of keeping oneself clean.
- Habit of being orderly and well organized.
- Participation in games, sport and co-curricular activities.
- Skill of asking simple questions to obtain information.
- Skills of communication and expressing one's ideas.
- Ability to behave decently.
- Acting in accordance with the needs of the situation.
- Skills to perform manipulative tasks of hand and eye.
- Appropriate application of acquired knowledge.
- Habit of drawing conclusions and making generalizations.

- Perform simple experiments.

- Observe and describe characteristics of things in the surroundings.

- Skills of three Rs: reading, writing and arithmetic.

- Ability to solve simple scientific and mathematical problems.

- A spirit of tolerance.

CLASSES VI - VIII

COGNITIVE

- Further knowledge of the fundamentals of Islam.

- Knowledge of the contributions of Muslim thinkers and scientists to human civilization.

- Knowledge of the Islamic code of personal and social life.

- Knowledge of God. His creation and purpose of creation.

- Knowledge and understanding of basic, biological, psychological and social needs of a normal individual.

- Knowledge of the techniques of problem-solving.

- Knowledge of the possibilities of self-employment and continuing acquisition of further knowledge and skills.

- Knowledge and comprehension of the patterns of living in different countries.

- Knowledge of the benefits of scientific and technological advancement and of the ways and means of achieving it.

- Knowledge of national resources, needs and plans.

- Knowledge of social responsibilities.

- Knowledge of community helpers and workers, and their contribution to society.

- Knowledge of the creation of Pakistan and its achievements after Independence.

- Knowledge of the spread of education and scientific knowledge and their impact on life in the 20th Century.

- Knowledge about simple techniques of experimentation and independent investigation and sources of information.

- Comparative knowledge of the ways people live in other countries, with special reference to the countries in the Muslim world.

- Knowledge of interdependence of nations, and the mutual benefits of regional and international cooperation.

- Knowledge of the United Nations, of its specialized agencies, and the service they render to the nations of the world.

AFFECTIVE

- Love and reverence for the fundamentals of Islam.

- Appreciation of and dedication to preserving the heritage of Islam.

- Faith and conviction in the ideology of Pakistan, and determination to preserve it.

- Determination to work hard for the honour and progress of Pakistan.

- Attitude to be a law abiding citizen and fulfil religious, moral and social obligations.

- Internalization of Islamic/Technical values.

- Consideration for the basic biological, psychological and social needs of oneself and others.

- Recognition of and respect for individual differences.

- Acceptance of one's limitations and strengths. Assuming leadership roles commensurate with one's capacity.

- Quest for scientific and technological knowledge and desire for innovations.

- Readiness for inter-personal adjustments.

- Recognition of the dignity of labour.

- Quest for life-long education and appreciation of the value of time.

- Attitude for applying science and mathematics in solving problems and in planning for the future.

- Understanding and appreciation of the role of different vocations; attitudes of co-operation; and mutual acceptance.

- Regard and respect for other people's belongings and for individual differences in abilities; interests; and value systems.

- Attitude of sportsmanship and fair play.

- appreciation of the need for having launched the Pakistan movement to safe-guard Muslim Ideology and Culture.

- Appreciation of the reasons why different nations behave the way they do.

- Appreciation of beauty of form, colour, shape and sound and gratitude for their creation.

- Attitudes of tolerance towards different ways of living.

- Acceptance of the fact of interdependence of nations and appreciation of the mutual benefits derived from programmes of international cooperation.

- Readiness for the effective use of leisure.

PSYCHOMOTOR

- Skills of offering prayers and obeying other commandments of ALLAH.

- Individual and group practices concerning the preservation of the rich heritage of Islam.

- Active participation in the programmes intended for preserving national ideology.

- Active participation in special programmes of dignity of labour organized by the school.

- Exercise to develop one's skills and abilities to the maximum, particularly the manipulative skills of the hand and eye.

- Utilization of one's attainments for the welfare of the family and the country.

- Skill of reflective and creative thinking.

- Active participation in experimentation.

- Participation in activities and programmes designed for national cohesion.

- Participating whole-heartedly in activities and programmes to exploit national resources of the country.

- Participation in and organizing of social welfare programmes.

- Habit consulting appropriate sources of information to acquire further knowledge.

- Skills of performing experiments.

- Skills in organizing ideas and statements.

- Meeting and living amicably with individuals of different nationalities.

- Participation in days of national and international importance.

- Exchange of gifts through International Red Cross.

- Promoting pen friendship with children of other nations.

2.3 Educational Policy and Curriculum Development

The Federal Ministry of Education is responsible for deciding education policy in consultation with provincial departments of education, universities, research institutes, teacher training institutions, professional organizations and other related agencies.

According to the Constitution of Pakistan 1973, curricula, syllabi, planning, policy, centres of excellence, standards of education and Islamic education are placed on the concurrent legislative list of the Federal Government. With the new constitutional provision, the National Bureau of Curriculum and Textbooks (NBCT) was enjoined to carry out its functions, which were mutually agreed upon between the Federal and Provincial Governments as follows:

(a) To assist and advise the Government in the formulation and implementation of national policies with respect to curriculum development and evaluation and textbook production;

(b) To co-ordinate the curriculum and textbook development activities and projects with the Provincial Bureaus and Boards;

(c) To provide leadership in curriculum and textbook development in general, and take the initiative and play an active role in these provinces where resources are yet to be developed;

(d) To provide leadership in curriculum and textbook development on different aspects of curriculum renova-

tion for classes I-XII, to publish curriculum bulletins and handbooks;

(e) To collect information and data regarding curriculum development, textbook production in other countries and after assessing the development in the light of curriculum research, disseminate the same to the provincial agencies concerned;

(f) To provide guidance and resource material to Textbook Boards and authors in the production of textbooks, workbooks, primers and readers, and to evaluate textbooks for all levels against national goals, aims and objectives;

(g) To devise curricula and materials for special education needs and community development projects; and

(h) To liaise with educational institutions and authorities in Pakistan and with international agencies, such as Unesco, UNICEF, ILO and with curriculum development organizations in foreign countries.

There are four provincial curriculum centres, one in each province. Their functions are as stated below:

(a) The Provincial Bureau of Curricula will be responsible for preparing initial drafts of syllabuses in given subjects for consideration of the National Committee concerned, and for micro-testing the final curriculum drafts.

(b) The Provincial Bureau will collaborate with Provincial Textbook Board in the preparation of textbook manuscripts based on the agreed national curricula.

(c) The Provincial Bureau will collaborate with the various boards, extension centres, teacher training organizations and education equipment centres in the implementation of the agreed curriculum.

Besides the Curriculum Bureaus, the following agencies actively participate in the development and implementation of the curriculum in the provinces:

- The Provincial Education Departments;
- The Boards of Education
- The Textbook Boards;
- Teachers and supervisors; and
- Education Extension Centres.

The National Bureau of Curriculum and Textbooks works in close collaboration with the curriculum centres, the Education Department, the Textbook Board, Boards of Education in the

Provinces.

The National Bureau of Curriculum and Textbooks, being a part of the Ministry of Education, has close relationship with other foreign and international agencies with which the Government has relationship. The Bureau is an Associated Centre of Unesco's Asian Programme of Educational Innovation for Development (APEID), located at Bangkok. This ensures a constant flow and dissemination of information not only between these two agencies but also with other foreign agencies through the good offices of Unesco.

2.4 Years of Elementary/Primary Education

(1) In Pakistan, elementary education consists of 8 years of schooling, divided into two stages i.e. Primary I to V and Middle VI-VIII.

(2) At present education up to secondary level (10 years of schooling) is free in government institutions but not compulsory.

2.5 Class Size and Pupil-Teacher Ratio

(1) Average class size is 30.
(2) Range of class size is between 10-60.
(3) The average teacher pupil ratio is 1:40. It varies in case of one-teacher primary schools and 2-teacher primary schools.

2.6/2.7 Organization of School Day, Week and Year, and Time Allocation

Please refer to the Schemes of Studies for Primary and Middle classes in Annex I and II.

3. Qualifications and Training of Teachers

3.1 Admission Requirement to Teacher Education Programmes

The elementary education in Pakistan is divided into two stages; namely, stage 1, called Primary which consists of classes I to V and stage 2, called Middle which comprises classes VI - VIII. The teachers for each stage differ in qualifications.

(1) Primary Stage (Classes I to V)

Usually the entry qualification of a primary stage teacher is a secondary school certificate. This certificate is awarded after passing a public examination

after ten years of schooling. The teacher is also required to undergo one year pre-service training in a teacher training institution and obtain the Primary Teaching Certificate (PTC).

(2) Middle Stage (Classes VI - VIII)

For this stage the required academic qualification is Intermediate (a certificate obtained by passing a public examination after 12 years of schooling). The professional qualification is obtained by undergoing a one-year pre-service course of Certificate of Teaching (CT) in a college for elementary teachers.

3.2 Duration of Training

The duration of PTC programme is 39 week. The duration of a CT course is also 39 weeks.

3.3 Content of Teacher Training

The following courses are covered in a PTC programme.

(1) Principles of Education and Methods of Teaching;
(2) Child Development and Counselling;
(3) School Organization and Classroom Management;
(4) Language and Methods of Teaching;
(5) Mathematics and Methods of Teaching;
(6) Science and Methods of Teaching;
(7) Social Studies and Methods of Teaching;
(8) Islamiyat/Islamic History and Methods of Teaching;
(9) Arts and Practical Arts and Methods of Teaching; and
(10) Health and Physical Education.

The above noted theoretical courses are supplemented by a seven-week practice teaching.

The course for a CT programme is:

(1) Theory and History of Education;
(2) Child Development;
(3) School and Community Development;
(4) General Methodology and Preparation of Teaching Aids;
(5) Counselling, Testing and Evaluation;
(6) Special School Subjects and Methods of Teaching; 4 courses to be selected out of the following: (a) Mathematics, (b) Science, (c) Social Studies, (d) Language, (e) Arts and Crafts, (f) Islamiyat/ Islamic History, (g) Fundamentals of Agriculture, (h) Agricultural Education, (i) Industrial Education, and (j) Fundamentals of Home Economics.

The theory course is supplemented by a six-week teaching practice.

3.4 Selection of Principals

In a primary school the number of teachers varies from 2 to 10 or sometimes even more. The most senior teacher in a primary school is automatically taken as headmaster.

In the middle school, the headmaster must be at least a university graduate plus one year of training - B. Ed. (Bachelor of Education). Generally they are recruited as teachers of secondary schools. Some of them are appointed as headmasters of middle schools. In fact there is no specific method of selection and appointment of headmasters.

3.5 In-service Teacher Training Programmes

In-service training of the teachers is chiefly a provincial affair. In each Province the Bureaus of Curriculum has an education extension facility, generally called Education Extension Centre. In Sind and NWFP, In-service Teacher Training Centres also exist parallel to Education Extension Centres for the teachers of the primary stage only.

The Education Extension Centre works for the in-service training of teachers for all the stages, i.e. primary, middle and secondary. The in-service teachers training centres train the teachers of primary stage only.

Since the number of elementary teachers is large, the centres apply a decentralized approach and create temporary sub-centres at district or sub-district levels. From each sub-centre, master trainers are selected and trained at the Education Extension Centres. In turn they hold re-orientation courses for teachers at their sub-centres. These sub-centres are usually opened in pre-service teacher training institutions.

Apart from face to face training of teachers, the Education Extension Centres also supply printed or mimeographed materials to the schools and sub-centres.

4. Research

4.1 Significant Research

Several studies have been undertaken in the field of curriculum, textbook development and evaluation procedures at elementary level. Examples are:

(1) Microtesting in Social Studies Classes I - III;

(2) Impact of New Curriculum on Primary Education;
(3) Comparative Study of the Effectiveness of Teaching Selected Topics of Mathematics at Elementary Level through Modern and Traditional Approaches;
(4) Base Line Data (1980-81) on Achievement Tests, Classes III, IV and V;
(5) Assessment of Application of UNICEF Policies in Pakistan;
(6) Experimentation of the Integrated Curriculum for Class I;
(7) Cognitive Development of Primary School Children.

A brief review of one study is given below:

Title

Comparative Study of Effectiveness of Teaching Selected Topics of Mathematics at Elementary Level through Modern and Traditional Approaches.

Objectives

The purpose of the study was to compare the effectiveness of teaching some selected topics of mathematics at the elementary level through modern and traditional approach.

Findings

(1) The tests are reliable and valid and their results can be relied upon.

(2) Modern and traditional approaches are equally effective in the case of classes II and V.

(3) Traditional approach appears to be effective for class VII.

(4) Traditional approach seems to be effective in the case of classes II and VII for boys.

(5) Modern approach appears to be effective in the case of class V for boys.

(6) Modern and traditional approaches are equally affective in the case of class II for girls.

(7) Traditional approach seems to be effective in the case of classes V and VII for girls.

(8) Girls have shown better performance in all the classes whether taught through modern or traditional approaches.

Recommendations

(1) Some practical measures should be adopted for motivating teachers, particularly the male teachers, for the teaching of mathematics at elementary level, as the results show that the female teachers have shown better performance compared with male teachers.

(2) Effective and practical steps should be taken for the orientation/training of the teachers in the content and methodology of teaching the subject. It is evident from the results that no significant difference has been found in the performance of students taught through modern or traditional approaches.

5. Problems and Issues

5.1-5.3 Major Problems and Issues

The major problems in Pakistan relate to the universalization of primary education. About 50% of the 5-9 age group is enrolled in the school. The major problems and issues include:

[Pupil Variables]

(1) Inaccessibility of pupils to school in remote areas, rural/isolated/mountainous/desert areas of the country.
(2) Over-crowdedness.
(3) Disadvantaged groups in urban areas.
(4) Girls (social constraints).

[Teacher Variables]

(1) Lack of trained qualified teachers in remote areas.
(2) Lack of trained teachers to handle multiple classes.
(3) Unwillingness of trained/qualified teachers to serve in remote areas.
(4) Inadequate number of female teachers ready to serve in rural/remote areas.
(5) Unwillingness of teachers to follow mobile classes.
(6) Retention of qualified teachers.

[Parent/Community Variables]

(1) Lack of interest of parents/community to educate their children, particularly in remote areas.
(2) Low profile of education in rural-areas, and low socio-economic groups in urban areas.
(3) Social constraints in educating girls.
(4) Non-availability of family members to serve as tutors.

[High Drop-out Rates in Primary Education]

There is a high drop-out rate of primary school children, particularly in the first three classes. The major reasons include:

(1) Socio-economic factors.
(2) Low profile of education.
(3) Social constraints (Girls).
(4) Opportunity-cost.
(5) Non-professional handling of teachers.
(6) Low participation rate of peer-groups.
(7) Low survival rate.
(8) Low achievement/retention rate.
(9) Lack of suitable self-learning materials.
(10) Language problems.
(11) Ineffective teaching practices.
(12) Shortage of qualified elderly ladies in villages to organize mohallah schools.

[Materials and Methods]

(1) Out-dated, stereo-typed materials and rigid-methods of teaching.
(2) Lack of self instructional materials to promote meaningful learning, and lack of variety of learning approaches.
(3) Inadequate basic resource materials to cater to the wide range of individual differences.
(4) Prescription of a single textbook system.
(5) Lack of pupils' interest.
(6) Learning system operating in the hands of unqualified teachers.
(7) Inappropriate strategies in dealing with instructional activities.
(8) Low quality of instruction, particularly in single teacher schools.
(9) High cost of instructional materials produced by the private sector.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

Curriculum development and its reorganization during the last three decades have given ample scope to integration of school based activities which have been the focus of attention of theorists and practicing teachers of the elementary schools.

1. Content

1.1 Definition

The term integrated curriculum means "all the learning ac-

tivities which the school are expected to promote for transmitting useful and comprehensive knowledge to the child about his immediate environment". It is based on inter-disciplinary teaching material and methodology of teaching particularly in the first eight years of schooling in Pakistan. Boundaries of knowledge need not be watertight during these years. For convenience, however, the teachers are given broad global subjects like mathematics consisting of algebra, plane geometry and every-day arithmetic; general science consisting of a variety of subjects like physics, chemistry and biology, etc., and social studies consisting of civics, history, geography, etc.

Subjects of science and social studies were integrated for the following reasons.

(1) Science and social studies need to be taught as an interplay of concepts instead of dividing it into different formal branches which are meaningless to children at elementary level.

(2) Subjects based on compartmentalization of knowledge have a tendency to increase curriculum/work load. Integration subjects under the broad labels of social studies, and 'science' is common. Integration of concepts in the subjects of Urdu (Language), Islamiyat (religious studies) and English (foreign language) is incidental. Analysis of the objectives of different subjects included in the primary stage curriculum (classes I-V) revealed that most of the teaching objectives of Urdu, Islamiyat, Social Studies and Science were common at this level of education. It was therefore assumed that common means (content) can be adopted to realize common objectives of the subjects. Thus the content subjects, Urdu, Islamiyat, Social Studies, Science and Art and Crafts were presented to children through integrated plan of instruction.

(a) The traditional curriculum is based on a separate subjects approach. This type of curriculum is likely to limit enquiry and confine study to limited range of information. On the other hand integrated curriculum is organized around topics or themes related to the child's experiences and environment, rather than the subject areas.

(b) The primary purpose of elementary education is not to create academicians but to assist the child to acquire attitudes and skills he needs to understand and interpret the world as he finds it. Elementary education should aim at the primary need of every individual rather than for a child who might join high school and college to become a scientist, a mathematician or a scholar in some discipline.

(c) The content of the primary school curriculum was too heavy for the children of age group of five to twelve years. Some pupils are not able to follow it, resulting in their mastery of only a few facts.

(d) There was repetition of the content in different subjects.

1.2 Rationale

The following objectives are expected to be achieved through integrated approach:

(1) Knowledge of the Islamic beliefs, love for these beliefs and to an urge to act upon them;

(2) Patriotism with special reference to ideology of Pakistan;

(3) Developing personality of children according to Islamic values;

(4) Awareness of the social environment;

(5) Basic abilities of listening, speaking, reading and writing; and

(6) Development of creative abilities and scientific attitudes.

1.3 Present Status

(1) Subjects of science and social studies for classes I-VIII have been established as a regular programme of study. They are taught as compulsory subjects.

(2) Integrated curriculum for Classes I-III in all the subjects was initiated on experimental basis. Possibility of adopting it as a regular curriculum for Classes I-III is under consideration.

Integration in all the subjects is partial. Emphasis on integration is more at the primary stage than in the later part of the elementary level.

The following activities were included in the Experimental Integrated Curriculum for Classes I-II:

- Recitation of poems;
- Conversation and dialogues;
- Collection of pictures;

- Relating stories;
- Making models of houses and mosques with wooden blocks/mud/sticks, etc.;
- Visiting village/city garden/historical place;
- Visit to a zoo and a museum;
- Washing hands, face and teeth;
- Visit to local library;
- Collecting pictures of birds and animals;
- Making clay models of vegetables and fruits;
- Role-playing;
- Collecting pictures of great personalities, i.e. Qualid-e-Azam, Allama Iqbal, etc.;
- Arranging calligraphy specimen;
- Planting and watering of the plants;
- Collection of leaves and flowers;
- Preparing charts of four seasons; four positions of the sun during the year; and
- Visit to a meteorological laboratory.

Activities included in the textbooks are mentioned in curriculum guides. These are also given in the teachers' guides.

Classroom teaching/learning situations were followed according to the objectives and methodology mentioned in the teachers' guide.

2. Inputs

2.1 Course Content

The input in the form of textual matter was a primer developed for experimenting the integrated curriculum for Class I.

2.2 Instructional Materials

For social studies and science, textbooks along with teacher's guide are available in the subject of science and social studies. Instructional aids were provided in the form of teaching kits. For an experimental programme, the following materials were produced:

(1) A textbook;
(2) A teachers' guide;
(3) A.V. aids; and
(4) Lesson notes.

2.3 Teacher Preparation

(1) Observation of teacher's work load

Integrated curriculum reduces the work load of diver-

sified subjects, textbooks, etc. It also facilitates one-teacher set-up to impart instruction proportionately in all the basic areas/subjects.

(2) Training Programme

Social Studies and Science

(a) In-service courses were organized by the Education Extension Centre for working teachers.

(b) In the pre-service training programme the teaching of these subjects was emphasized.

(3) Supporting Materials

Supporting materials are in the form of: (a) teachers' guide, (b) teaching kits, and (c) film strips.

- Professional guidance is made available through pre-service/in-service training and orientation work-shops.

- Headmasters are responsible for the professional guidance.

2.4 Basic Requirements

There were no additions/modifications of the physical facilities provided in the regular programme, as the teachers were already teaching those subjects in different disciplines.

3. Process

3.1 Teaching/Learning Strategies

Following changes were observed in the methodology as a result of integrated courses:

(1) More practical work was performed during teaching sessions;
(2) Teacher-pupil relationship improved;
(3) Instead of rote learning, skills were emphasized;
(4) Instruction conducted was in the whole group.

3.2 Mode of Implementation

Integrated courses were confined to classroom teaching only. Further experimentation is under consideration. It is likely to be carried out under the patronage of the Ministry of Education.

No special classroom is needed. The teaching kit with minor additions can be used.

4. Product

4.1 Programme Evaluation

(1) A study was undertaken by the Ministry of Education.

(2) The pace of progress in the implementation of the integrated approach has been satisfactory.

(3) The steps under consideration are improvement in the content and training of the teachers. Difficulties faced are not yet specified.

5. Future Prospect

5.1 Prospect for the Future of the Programme

In the light of the country's experiences with the implementation of the integrated programme, may be it will continue with some modifications. The contents of modifications are not yet proposed.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

1.1 Terms Used

Terms "Islamiyat" and "Moral Education" are used for this curriculum area.

1.2 General Objectives of the Programme

General objectives of Islamiyat (compulsory for Muslims only):

(1) To acquaint the students with the meaning and significance of Islam as the universal and practical Deen (religion);

(2) Develop sense of belongingness to Islam and responsibility through the text of the Holy Quran and Hadith;

(3) To encourage the learning of Arabic for the understanding of the Holy Quran and Sunnah;

(4) To develop the qualities of a practical Muslim for understanding and fulfilling his duties towards Allah and His creation in order to better his life in this world and the world hereafter; and

(5) To Apply the concepts and principles of Islam to total practical life situations for all times.

General objectives of Moral Education (for non-Muslim students):

(1) Full development of the child's personality in its physical, mental, emotional and spiritual aspects;

(2) Development of good manners and good citizenship;

(3) Development of respect for the dignity of the individual and sanctity of fundamental human rights;

(4) Inculcation of a spirit of patriotism and national integration;

(5) Development of the democratic way of thinking and living;

(6) Development of tolerance and understanding of different religions/faiths;

(7) Development of a sense of human brotherhood at the community, national and international levels;

(8) Helping children to have faith in Supernatural Power and Order that is supposed to control the Universe and human life;

(9) Enabling children to make moral decisions on the basis of sound moral principles; and

(10) Development of rational thinking and behaviour.

1.3 Integration

It is taught as discrete subject. Moral Education is taught to non-Muslim students in place of Islamiyat (compulsory) up to Class VIII and continues as such up to degree classes.

1.4 Levels

It is taught from Classes I to VIII.

1.5 Compulsory or Optional

The subject is compulsory. While Islamiyat is compulsory for Muslim students, Moral Education is compulsory for non-Muslims.

1.6 Time Allocation

Six hours for primary (15.4%) and four hours (8.8%) for middle classes.

1.7 Minority Groups

Moral Education is taught to the minority students.

2. Instructional Process

2.1 Separate Syllabus

There is a separate syllabus.

Course Content of Islamiyat (for Muslim students)

(1) Basic Beliefs

Oneness of Allah, Prophethood, Angels, Divine Books, and Life hereafter.

(2) Precedents of the Holy Prophet

Blessing of the World, Brotherhood, Equality, Patience and Constancy, Forgiveness and Apology, and Dhikar.

(3) Islamic Identity

Basic precepts/injunctions of Islam, Love of and obedience to God and His Prophet, Muhammad (Peace be upon him), Rights of human beings, Social responsibility.

(4) Introduction of the Holy Quran and Hadith

Introduction of the Holy Quran, Introduction of Hadith, Selected Ayats of the Holy Quran, Selected Ahadith.

Course Content of Moral Education (for non-Muslim students)

(1) Inculcation of values of personal cleanliness;
(2) Kindness;
(3) Respect and obedience;

(4) Cooperation;
(5) Dignity of labour;
(6) Social responsibility;
(7) Truthfulness and honesty;
(8) Respect for human dignity;
(9) Respect for others;
(10) Peaceful citizenship;
(11) Discipline and orderliness;
(12) Tolerance;
(13) Perfection of self;
(14) Human rights;
(15) Patriotism and national consciousness;
(16) Public service; and
(17) Interdependence of nations.

2.2 Instructional Materials

Textbooks and teachers' guides in Islamiyat (compulsory).

2.3 Development of Materials

Ministry of Education/Textbook Boards are responsible for development of materials.

2.4 Free Materials

No free materials are available.

2.5 Teachers

Teachers of the common stream teach Moral Education while religious education, i.e. Islamiyat, is taught by Qaries/teachers of Islamiyat who are specially trained for this purpose.

2.6 Training Programme for Teachers

For the Qaries there is an in-service training programme.

2.7 Methods and Techniques Adopted

Persuasion, public praise, awards for good deeds and certificates for exhibiting good moral conduct are used. Repetition, learning by heart, calligraphy, charts, etc. are also emphasized.

2.8 Co-curricular Activities

Wall charts, reading of simple essays in societies' meetings, public appraisal by certificates and awards, etc. are some examples of co-curricular activities.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Through examinations.

3.2 Communication of Results

Through report books.

3.3 Rewards/Motivation Systems

Rewards in the shape of books, materials, stationery of use to students, and certificates issued in public meetings, on annual days, parents days, etc.

3.4 Programme Evaluation

Programme evaluation is not yet conducted.

3.5/3.6 Implementation and Results of Evaluation

Not applicable.

4. Problems and Issues

4.1 Outline

Development of curriculum and textbooks at the national level, and review of the books are some of the problems. For implementation of compulsory teaching of the subject, appointment of Qaries/teachers and their in-service training is essential. Evaluation is necessary for teachers' minute study of each student in every walk of life and observing the effects of the teaching and the change brought about in the student's conduct.

4.2 Future Prospect

The programme will be continued as it is. The course has been developed only recently. There is no need of modification.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

Work-oriented education in Pakistan means the teaching of agriculture, home economics and technical subjects.

1.2 Terms Used

Agrotech Education for Classes VI to VIII is another term used.

1.3 Reasons for Programme

The reason for including the programme is to provide a shift from aimless general education to more purposeful and useful technical education.

1.4 Objectives

(1) To prepare the students for making useful contributions to home, school and community life;

(2) To develop in students a sense of dignity of labour;

(3) To develop in students a sense of pride in achievement through manual work;

(4) To encourage students to explore and experiment and to express individual creativeness;

(5) To develop in students, systematic, clean and safe work habits;

(6) To create in students an awareness of their aptitudes, abilities and inclinations;

(7) To develop in students the habit of engaging in gainful pursuits for making the best use of their time;

(8) To develop in students an appreciation of the value of private and public property and of their preservation;

(9) To impart to students a knowledge of basic materials, processes and techniques with a view to introducing them to the world of work;

(10) To inculcate in students proficiency in the use of elementary hand tools and equipment;

(11) To inculcate in students an appreciation of the role of agriculture and industry in the development of the country;

(12) To develop in students an attitude of economy in the use of materials with a view to reducing unnecessary wastage;

(13) To impart to students knowledge of conservation, utilization and development of natural resources of the country; and

(14) To provide students with an understanding of the ideology and cultural values of Pakistan as the basis of education and to inculcate respect for them.

1.5 Curriculum Areas

This curriculum is taught as a separate discipline.

1.6 Levels

From Class VI.

1.7 Compulsory or Optional

Compulsory.

1.8 Time Allocation

6 periods per week of 40 minutes duration.

1.9 Main Emphases of the Programme

(1) Importance and dignity of work.
(2) Emphasis on learning by doing.
(3) Learning through individual and group actions.
(4) Making education group oriented.
(5) Development of character and work habits.

2. Instructional Process

2.1 Content

There are separate syllabuses and the following are some examples of content.

[Industrial Arts]

(1) Metal work; (2) Wood work; (3) Electricity.

[Home Economics]

(1) Food; (2) Clothing and Hand work; (3) Family health; (4) Family living.

[Agriculture]

(1) Growing plants, vegetables, crops; (2) Rearing useful birds/insects; (3) Protecting animal and plant life; (4) Restoring fertility of soil; (5) Conserving water resources.

2.2 Instructional Materials

Textbooks, work books, teacher guides, etc.

2.3 Development of Materials

The materials are developed by Provincial Textbook Boards.

2.4 Free Materials

No materials are given free to the pupils.

2.5 Provision of Materials

They are sold in the open market.

2.6 Local Resources

The projects are formulated keeping in view the availability of resources in the community.

2.7 Special Facilities

Classrooms and areas of land are provided at some schools.

The Federal Ministry of Education and Provincial Education Departments make the provision.

Machines, tools, hand tools, and other miscellaneous equipment are required.

The National Education Equipment Centre at Lahore and Department of Industries produce such materials and distribute

them among schools.

2.8 Teachers Training Programme

Specially trained Agrotech teachers teach these subjects. For these teachers special in-service training programmes of various durations are organized.

2.9 Support Provision

There are six Agrotech Teachers Training Centres in the country. Moreover, there are other training institutions such as teachers training colleges, and teachers training wings of polutechnics, colleges of technology.

2.10. Methods

The following methods are used by teachers.

(1) Classroom activities.
(2) Workshop/laboratory activities.
(3) Field activities.

2.11 Co-curricular Activities

Group visits to industries/fields, etc. are conducted to reinforce work-oriented education.

3. Evaluation and Feedback

3.1 Pupil Evaluation

The teachers evaluate their pupils through examinations, periodical tests and job tests.

3.2 Communication of Results

The results of evaluation are communicated to students and utilized for promotion to the next class.

3.3 Programme Evaluation

The programme is not yet evaluated.

3.4 Results of Evaluation

The results are not yet known.

4. Problems and Issues

4.1 Outline of the Problems and Issues

The programme was developed by the Federal Ministry of Education. However, its implementation is the responsibility of the Provincial Governments.

The problems in implementation are shortage of teachers, lack of equipment, and a shortage of a variety of reading material. The programme is to be evaluated soon.

The programme is subjected to school-based evaluation conducted by the class teacher. No external examinations are given yet.

4.2 Future Prospect

It will be evaluated, revised and improved in the near future. Course material will be improved. A committee of experts will revise the course.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1-1.9 Assessment of Curriculum Load

According to the scheme of studies, eight courses are offered at the Primary Stage: Languages (two), Mathematics, Science, Social Studies, Health/Physical Education, Islamiyat, Arts and Manual Work. More weightage is given to the language in Classes I and II. Thirty percent of the total time is given to the languages. The next position is occupied by Mathematics and Islamiyat (15.4% each). Then come Science and Art (12.8% each). Social Studies is assigned 10.2% of the total time, and 3.4% of the time is given to the Tree Plantation/Manual Work. In Class III, equal time and weightage is assigned to the subjects of First and Second Languages, Mathematics, Science and Islamiyat (15.4%). Then come the subjects of Social Studies and Arts claiming 7.7% of the time. The last position is occupied by Manual Work: with 2.6% of the whole time.

In Classes IV and V, as in Class III equal time and weightage is given to the subjects of Mathematics, Islamiyat and Languages. The next position is occupied by Science which accounts for 12.5% of the whole time. The next position is given to Social Studies, 10.0% of the whole time. Equal time and

weightage is assigned to Health or Physical Education and Art. They together receive 15 percent of time. The last position is occupied by the Manual work, with 2.5% of the total school time.

Allocation of time (for Classes I-V)

(1) Five and a half working days per week.

(2) Four hours and forty minutes are divided equally in seven periods. This excludes time for recess, break and assembly (i.e. 30+10+10) for a full working day.

- Two hours and forty are divided into 4 periods for half a working day. This excludes time for a short break of 10 minutes.

Allocation of time (for Classes VI-VIII)

(1) Five and a half working days per week.

(2) - Five hours and twenty minutes excluding time for a recess (30 minutes) and assembly (10 minutes) for a full working day. It is divided into 8 periods.

- Three hours and twenty minutes have been divided into 5 periods for half a working day. This excludes time for a short break of 15 minutes.

Analysis of the weightage to various courses indicates small variation, within the primary stage, across the courses and classes. The differences are insignificant, which may be but natural in view of age, grade and subject needs.

The curricular programme for Classes VI-VIII including tree plantation and manual work, appears at annex II. The language component is considerably heavier, in the case of Sind Province consisting of 3 languages, Urdu (National Language), Provincial Language (where required) and English. About thirty six percent of the total time (13.33+8.88+13.33) is allocated to the languages component. This is a relatively higher percentage compared to other countries. This has affected the weightage of other courses, particularly Science and Mathematics. Thus there is a marked decrease in weightage assigned to Science and Mathematics at the middle stage. At the primary stage, science is assigned 15.4% and mathematics 15.4% of the time and, at the middle stage, the time allocation for science is reduced to 6.66% and to mathematics 7.77%. Another significant characteristic at the middle stage is the inclusion of an agrotechnical component. Where agrotechnical is not offered, the time is distributed among other subjects. The study of Islamiyat occupies a central position. Prescription of Arabic as a compulsory subject where facilities exist at this stage has altered the position of Persian and Arts and Craft. Now there are two courses as alternatives. There is a variation in the position of arts and

crafts at the primary and middle stages. The position of health and physical education at the middle stage forms an integral part of the institutional framework as health and physical instructors are available.

CONCLUSION AND FUTURE PROSPECTS

This study covers theoretical background of selected areas of curriculum development and empirical data from a sample of 53 schools drawn from the country. The theoretical materials relate to the principles and procedures adopted for the development of curricula, textbooks and training programmes in elementary education.

The material is drawn from the education policies, curriculum reports and other relevant sources. The background, objectives and processes of the programmes have been analyzed and significant features narrated.

In addition to theoretical analysis, field data has been drawn from 53 schools of the country. Analysis of background materials and the data lead to the formulation of the following conclusions:

Conclusions

(1) Involvement of the Provincial Organizations need to be strengthened and consolidated so as to generate definite programmes for future change. The data suggest that some organizations feel that they are working in isolation and their integration, with a focus of direction, is considered necessary.

(2) The constitution of Subject Committees for the formulation of curriculum, review of textbooks and development of related materials is generally carried out through ad hoc committees. Stage-wise and subject-wise standing committees need to be reconstituted to work on a regular basis.

(3) Three definitions of integrated curriculum have been followed in the 'Integrated Curriculum Unit': (1) integration of various courses in a single learning programme; (2) integration of the clusters of courses (such as General Science, Social Studies, etc.); and (3) incidental integration, particularly in Languages and Social Sciences.

Analysis of curriculum materials and empirical data in the integrated programme for Class I strongly suggests a favourable conclusion, drawn from a sample of over 500 schools. Significant evidence supports the proposition of more integration of the allied courses for the beginning classes. The efforts need to be directed further and experimentation encouraged. The

second definition of integration (clusters) reasonably covers the areas of integration. However, some experts strongly feel that History may be separated from the Social Studies component as national cohesion depends on learning its history. Similarly, different subjects (History, Geography, Civics ,and, in General Science, Physics, Chemistry, Biology, Environmental Studies, etc.) present an artificial integration. Systematic analysis and microtesting of the areas of integration of various components could yield meaningful results for integration.

(4) Three subjects (Agriculture, Home Economics and Industrial Arts) have been confirmed and offered in Classes VI-VIII as skill-oriented courses. This is a new component introduced in Pakistan education institutions. It is offered only in about one-fifth of the schools. Several problems are associated with its implementation including high cost and non-availability of equipment, shortage of trained teachers, lack of physical facilities in the form of workshops and continuous advisory services for the operation of this component. More systematic data from an adequate sample of schools would provide further information for improvement. The limited sample provides some evidence for meaningful exposure to the world of work.

(5) Moral education is imparted through the courses in Islamiyat for Muslim and Akh-laqiat for non-Muslim students. A course in Islamiyat has been introduced in Pakistan's education institutions during the last ten years. An alternative course for non-Muslim students for the primary and middle classes is being introduced from the next academic session. The course offers a wide range of theoretical and practical materials to promote the conduct and character of the youth. Theoretical analysis of the curricular and reading materials was followed by discussion with working teachers. Some evidence from the sample of schools provides data for redesigning this course so as to make it more practical to the children.

(6) The number of courses covered in elementary schooling in general and lower primary classes in particular strongly suggests a thorough review of the courses and assignment of appropriate weightage. The child of beginning classes is too young to absorb a number of courses, varying from six to eight at the primary stage. Among them, Mathematics and Science have been considered major areas of detailed study and most of the contents are beyond the comprehension level of the children. The present range of courses promotes an elite system. Both vertical and horizontal analysis of the courses suggest a wide range of disproportion of the weightage assigned to the courses.

(7) Among general problems, attaining universalization of primary education has been considered a major problem and continued goal under all plans and policies. Accessibility to schooling, over crowdedness, social constraints for girls, etc. are some of the variables associated with pupil participation. Unwillingness of qualified teachers, and non-availability of

qualified female teachers to work in remote areas are considered basic problems related to the teacher situation. Lack of interest of parents, the low profile of education, and socio-economic constraints are considered major problems in connection with parents and the community. High dropouts in early primary education, non-professional handling of teachers, opportunity cost, low achievement and retention, and lack of suitable learning materials for individual-paced learning are some of the problems hindering promotion of primary education.

Future Projects

(1) Analysis of data suggests that the curricular package of elementary classes needs to be readjusted to promote literacy, reduce work load and improve efficiency at the classroom level. The present structures of the Fourth Education Project and the Mosque School need to be substantially advanced and their pace accelerated to attain the quantitative target and improve the quality of primary education.

(2) Skill-oriented education needs to be extended to more middle schools and the conditions improved where the programmes are offered. Individualized instructional materials and group participation may be developed to promote universalization of primary education.

(3) A strong supervisory network particularly drawn from the local community needs to be developed to supervise primary education. Integration of courses in primary classes and substantial improvement of Science and Social Studies courses need to be reviewed for the improvement of integrated packages of learning.

(4) Institutional linkages of provincial curriculum centres need to be supported and their base of experimentation enlarged for building up educational programmes.

An overall analysis of the data presented in this study and the programmes envisaged in the Sixth Plan and translated into an Action Plan of Education provide adequate structures and points of direction for the improvement of elementary education in general and universalization of primary education in particular.

ANNEX I: Scheme of Studies for Primary Classes (I-V)

Subjects	Classes I & II (Age 5 & 6)			Classes III (Age 7+)			Classes IV & V (Age 8+ & 9+)		
	No. of Periods per Week (39)	No. of Hours per Week (26)	Percentage of Total Time	No. of Periods per Week (39)	No. of Hours per Week(26)	Percentage of Total Time	No. of Periods per Week (40)	No. of Hours per Week (26:40)	Percentage of Total Time
Languages									
First language	12	8	30.8	6	4	15.4	6	4	15.0
Second language	-	-	-	6	4	15.4	6	4	15.0
Mathematics	6	4	15.4	6	4	15.4	6	4	15.0
Science	5	3.20	12.8	6	4	15.4	5	3.20	12.5
Social Studies	4	2.40	10.2	3	2	7.7	4	2.40	10.0
Health and Physical Education	-	-	-	2	1.20	5.2	3	2	7.5
Islamiyat	6	4	15.4	6	4	15.4	6	4	15.0
Arts	5	3.20	12.8	3	2	7.7	3	2	7.5
Tree Plantation/ Manual Work	1	0.40	2.6	1	0.40	2.6	1	0.40	2.5

Note: In the week, the school will function for five full days and one half day in the following manner:

(a) 4 hours and 40 minutes divided into 7 periods on full working days and 2 hours 40 minutes divided into 4 periods on half working days.

(b) The working hours excludes time for daily assembly (10 minutes), recess (30 minutes) and 10 minutes' short-break on full working days and one short-break of 10 minutes only on half working days.

Annex II: Scheme of Studies for Middle Classes (VI - VIII)

	No. of periods per week (45)	No. of hours per week(30) each period of 40 mins.	Percentage of total time
Languages			
1st language	6	4	13.33
2nd language	4	2:40	8.88
English(Compulsory)	6	4	13.33
Arabic	3	2	6.67
Mathematics	4	2:20	7.77
Science	3	2:00	6.66
Social Studies	3	2:00	6.66
Health and Physical Education	3	2:00	6.66
Islamiyat	4	2:40	8.88
Arts	2	1:20	4.44
Agrotechnical	6	4:20	14.44
Tree Plantation/Manual Work	1	0:40	2.22

Note: In the week the school will function for five full days and one half day as mentioned below:

(1) 5 hours and 20 minutes divided into 8 periods on full working days and 3 hours and 20 minutes divided into 5 periods on half working days.

(2) The working hours exclude time for daily assembly (10 minutes) and recess (30 minutes) on full working days and one short break of 15 minutes only on half working days.

(3) A Province may have the choice to utilize the time allocated for Provincial language otherwise.

(4) In the schools where agrotechnical subjects or other substitute activities/projects are not being introduced, periods assigned for Agrotechnical in Class VI may be re-allocated proportionately to the other subjects.

PAPUA NEW GUINEA

Introduction

Community school curriculum up to 1960 in the Territory of Papua New Guinea was adapted to the Australian Syllabuses. Territory of Papua New Guinea then was under an Australian Administration. Work on the development of community school curriculum, related to Papua New Guinea, began to take place slowly. Syllabus for Papua New Guinea was produced in 1962 and revised in 1967. Changes to the 1967 Syllabus were made for several reasons. Primary schooling was reduced from 7 years to 6 years. Some important topics were not covered in the old syllabus. Some topics in the old syllabus were unnecessary. The main aim now is to develop a school curriculum related to the community. Community School Syllabus now provides the framework to build an education system that meets the needs of the community and the nation. More emphasis is now placed on producing materials for teachers and pupils.

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

Papua New Guinea with its islands is situated between the latitudes 2° S and 11° S and longitudes 141° E and 157° E. Area of land covered is 462,840 square kilometres.

1.2 Main Geographical Features

Plains and low-lands cover the coastal areas with foothills and mountain ranges further inland with chains of mountainous and volcanic islands to the east and north. Climate is dominated by the Sub-tropical high pressure system and inter-tropical zone with an altitude influence in the mountainous zones. Average annual rainfall varies from 1,000 millimeters in some areas to 6,000 millimeters in other areas. Average annual temperature also varies from area to area between 0° C to 26° C as well as the average altitude from 300 metres to 3,600 metres.

1.3 Population

Estimated population after 1966 census count was taken to 2,184,986. This increased by 2.6% after the 1977 census count was taken to 2,489,935. Census count in 1980 again showed population increased to 3,010,727. This was an increase by 2.1%. In 1985, population in expected to increase to 3,315,825.

The following figures show number of community school age population (7-12 years) who were enrolled in community schools between 1977 and 1983:

Year	Number of Pupils	Percentage
1977	253,608	55
1978	262,726	56
1979	277,301	58
1980	284,089	58
1981	297,588	59
1982	312,620	61
1983	327,978	62

Community school age population now enrolled at schools is 70%. National goal now is for a universal community school education by 1995.

1.4 National Budget Allocation for Community School Education

Following figures show money allocated by the Department of Education in 1984 and 1985:

Table 1: Budget Allocation to Education Sector

Items	1985 Appropriation (Kina)	1984 Appropriation (Kina)	1984 Expenditure (Kina)
Personal emoluments	769,700	810,600	741,100
Travel and subsistence	311,300	255,600	222,300
Utilities	162,000	228,400	78,900
Materials and supplies	680,200	516,000	610,900
Special services	97,600	-	71,200
Plant and transport hire	279,900	332,000	299,200
Purchase of capital assets	24,500	10,000	6,000
Grants and subsidies	2,913,000	2,743,300	2,746,400
Others	16,300	34,000	6,800
Emoluments (overtime, wages and others)	61,200	68,600	47,600
Total	5,315,700	4,998,800	4,830,400

Total National Budget for 1984 was K812,900,000. Department of Education was allocated with K39,827,100 or 4.9% out of the National Budget. Out of the total National Budget of K930,065,000, Department of Education was allocated with K42,017,600 or 4.5% in 1985.

1.5 Religious Composition

The main religious groups are Christian. Christian churches are: Catholics Church of England, United Church, Evangelical Church of Papua, Seventh Day and Lutherans.

2. The Education System

2.1 Structure of Educational System

Most education agencies amalgamated under the Education Act of 1970 to develop a suitable national education system, maintain standards and spread education as widely as possible. Under this Education Act, school boards of management are responsible for enrolment of children into community schools in line with the provincial and national policies. Children are to be enrolled for their first school year at the age of 7. Those under or over 7 years of age are sometimes accepted for several reasons. Lack of spaces in schools may keep them out for one or two years. To increase the average teacher/pupil ratio, children who are 6 or 5 years of age are sometimes accepted for their first school year.

Community school education is the first level of education from grades 1 to 6. Second level of education is from grades 7 to 10. Third level of education include grades 11 and 12, and Universities. First level of education is for 6 years, the second level for 4 years and the third level of education depends on the type of courses offered at various institutions.

Evolution of Community School Curriculum During the Last Few Years

Department of Education is guided by the National Government's Eight Point Plan. More emphasis is now placed on rural development. Community School Syllabus therefore provides the framework to build an education system that meets the need of the community and the nation.

Life in Papua New Guinea has changed a lot since the last syllabus was produced in 1967. To adapt to these changes and to government aims and policies, some new syllabuses have been produced while changes have been made in others. Some of the reasons why changes have been made are:

(1) Period of community school education was reduced from 7 to 6 years.

(2) Some important topics were not covered in the old syllabus.

(3) Some topics in the old syllabus are not necessary. All subjects have been given equal attention for necessary changes. Each subject committee is responsible for reviewing the syllabus for each subject and recommend the necessary changes to the Curriculum Board of Studies. For example, the English Subject Committee has gone through some of these changes:

(a) Listening Section has been expanded and improved.

(b) Reading Section has been revised and expanded. Phonic approach to learning words has been introduced.

(c) Grammatical and technical terms have been removed as far as possible.

(d) Some less important structures have been left out of Talking Section.

(e) Talking Section is slightly re-organized.

(f) Many examples and suggestions have been included to help teachers understand and use the syllabus.

2.2 Objectives of Community School Education

Five Year Education Plan sees the need for a change in new direction in community school education. This does not mean that the entire content of the syllabus must change. It is rather the attitudes of teachers and the ways in which schools work that need change.

Community School Syllabus states that children and parents must get used to the idea that the purpose of community schools is to educate children to live in their community after they leave school. It will also prepare some for future education in secondary schools. The time has long passed when the main aim of these schools was to prepare children for secondary education and jobs in towns.

Teaching and learning in community schools is related to the community and its activities. This is to give pupil a useful background to live and work in the community. Its curriculum begins with the activities of the local community. It leads from this to the national, community and its activities. This will help widen the thinking and outlook of pupils.

2.3 Role of Different Agencies

National Education Board (NEB) decides the educational policy. Provincial Education Boards are authorized from NEB to implement the educational policy.

Elementary curriculum is developed by Curriculum Unit in the Department of Education.

Educational policy and elementary curriculum is implemented through Provincial Education Board and School Boards of Managements.

Processes of curriculum development concern Subject Com-

mittee for each subject and Curriculum Board of Studies and trials in schools.

2.4 Years of Elementary Education

Elementary or community school education is six years schooling. It is not compulsory education.

2.5 Class Size and Pupil/Teacher Ratio

Number of pupils in each class varies from urban to rural areas. In urban area schools, number of pupils in each class is normally between 30 and 45 while in rural schools number of pupils in each class drops down to between 15 and 30. Difference is caused by high population in urban areas with limited number of schools and spaces while rural schools are affected by high dropout rate and lack of interest shown by parents to send their children to school. The average pupil-teacher ratio is 25 which has a range of 15 to 45.

2.6 Organization of School Programme

School year commences in February and closes during the second week of December. There are five school days each week from Monday to Friday. Each school year is divided into four terms, each term with 9 to 10 weeks. At the end of terms 1, 2 and 3, teachers and pupils are given a week's holiday. At the end of term 4, teachers and pupils are given 6 to 8 weeks of holiday. The minimum number of school days per year is 205.

2.7 Subjects Taught in Community Schools and Their Time Allocation

Subjects taught are grouped into Nationally Prescribed and Non-Nationally Prescribed Subjects which are as follows:

Nationally Prescribed	Non-Nationally Prescribed
English	Health
Mathematics	Expressive Arts
Science	Physical Education
Community Life	Religion Education

The Subject contents of 'Nationally Prescribed' should be taught in all community schools, whereas the contents of 'Non-Nationally Prescribed' subjects can be changed according to the needs of community.

Each subject is given its total time allocation for each

week. Number of periods and how much time is to be given for each period is left to each teacher to decide. The following table shows weekly time allocation for each subject in minutes. All subjects are grouped into 'Nationally Prescribed' and 'Non-Nationally Prescribed' subjects, as shown in Table 2.

Table 2: Weekly Time Allotments for Each Subject (in minutes)

Subject	Grades					
	1	2	3	4	5	6
Nationally Prescribed						
English	480	585	610	580	550	520
Mathematics	210	210	210	210	210	210
Science	30	30	40	40	60	60
Community Life	150	150	210	240	270	300
Non-Nationally Prescribed						
Health	60	60	60	60	60	60
Expressive Arts	180	180	180	210	210	210
Physical Education	100	100	100	150	150	150
Block Time	215	185	165	100	80	80
Assembly	150	150	75	60	60	60
Total	1,575	1,650	1,650	1,650	1,650	1,650

Block time is unallocated time which the Headmaster and staff may use to allocate additional lessons in both Nationally Prescribed and Non-Nationally Prescribed subject or for remedial lessons or for Religious Education.

English subject covers listening, talking, oral expression, reading, writing, written sentences, written composition, spelling and dictation lessons. Expressive Arts subject also covers Arts, Crafts and Music.

Shift teaching is discouraged due to administrative and academic problems involved and experienced. Most teachers are given a class each to teach for the whole school year. Multiple class teaching only takes place in some rural schools where enrolment figures are low.

3. Qualification and Training of Teachers

3.1/3.2 Qualification and Duration of Teacher Training Programme

Teachers now employed left school after completing grades between 6 and 10. Most of them have improved their academic qualifications through correspondence or completing a course at

the In-Service Training Centres.

Length and level of training depended on teachers academic qualifications after leaving school. Teachers with grades 6 and 7 academic qualifications were given one year teacher training while those with grades 8 to 10 qualifications were given two years of teacher training.

One year teachers' training is now discontinued. Applicants for teacher training with grades 6 to 9 academic qualifications also are no longer considered and accepted for enrolment at Teachers' Training Colleges.

Duration of training for elementary school teachers is currently 2 year after grade 10.

Current enrolment figures at each of the Teachers Colleges are presented in Table 3.

Table 3: Students Enrolments in Teachers Colleges

Teachers Colleges	Students Enrolments										
	1st Year			2nd Year			Total			N.E.B. Ceiling	Staff
	M	F	T	M	F	T	M	F	T		
Balob	131	60	191	87	50	137	218	110	328	349	21
Dauli	71	28	99	65	26	91	136	54	190	170	12
Gaulim	48	51	99	60	41	101	108	92	200	211	12
Holy Trinity	71	32	103	68	39	107	139	71	210	242	18
Kabaleo	-	70	70	-	70	70	-	140	140	143	10
Madang	111	63	174	107	53	160	218	116	334	360	26
Kaindi	70	57	127	53	51	104	123	108	231	235	17
Vunakanau	87	-	87	-	-	-	87	-	87	90	6
Total	589	361	950	440	330	770	1029	691	1720	1800	122

3.3 Course Contents for Primary Teacher Training

Primary School Teachers Colleges offer both academic and practical courses. Courses offered are Education Studies, Health Education, Social Science, Teaching English as a Second Language, Agriculture, Expressive Arts, Mathematics, Science, Physical Education and Christian Religious Education, Extra Curricular activities are also offered to students in Sports, Drama, Debating, Clubs, Films, Cultural Activities and Christian Fellowship.

3.4 Selection of Principals

The selection process for Heads of schools is through the

Inspection Reports, Application Form and selection by Teaching Service Commission.

3.5 In-Service Training

Port Moresby Teachers In-Service College provides full time in-service training to help experienced teachers and field staff to develop their skills, knowledge and attitudes so that they will be more effective in their professional roles. In-Service Training Courses offered are for: Further Training Type 1, Further Training Type II and Grade 9 equivalent courses. Further Training Type I In-Service Course is a six months course designed to prepare community school teachers to be more competent teachers. Subject areas covered in this course are knowledge of the curriculum content, teaching skills, sensitivity to children and adults, ability to continue learning and teaching methods.

Further Training Type II In-Service Course is also a six months course designed for Headmasters and Senior Teachers. It provides the necessary knowledge, skills and attitudes relevant to supervision, administration and leadership required of effective Headmasters and Senior Teachers. The course consists of Basic Management, Teaching and learning, School Administration, supervision skills, classroom tests and measurements, school based In-Service and Curriculum Studies.

Grade 9 equivalent is a one year course. It has two main aims. The first aim is to improve teachers academic qualifications. The second aim is to improve the teachers knowledge of curriculum and his or her teaching skills. The course covers English, Social Science, Mathematics, Professional Skills and Study of the Curriculum.

In-Service Courses are also organized at the In-Service and other Teachers Colleges for a period of 6 to 8 weeks during the Christmas vacation period for selected teachers. Selected subjects in the curriculum are treated each year. Separate courses are organized for each selected subject.

Provincial based in-service training courses are organized for all teachers for a period of one week at zone centres. Mini in-service courses are also organized at area or school levels. Separate in-service courses for a week each year are now organized in each Province to provide Headmasters and Senior teachers with more assistance in their respective area of work. School based in-service programmes also are organized and conducted by each school at appropriate times.

4. Research

No significant research has been carried out in the elementary curriculum except in textbook development.

5. Problems and Issues in Community School Education

5.1 Failure and Dropout

The national goal is for universal primary education by 1995. Only 70% of community school age population are now enrolled at all schools. Most of these pupils are male. Cultural and other related factors prevent more girls to go to school. Schools cannot be provided for the other 30% of community school age population due mainly to financial problems. Children enrolled at community schools, only 40% of them complete their community school education.

Dropout rate is mainly high in rural area schools. Children who complete their community school education, only 33% of them are selected to go to High School. The rest of the students become "dropouts".

Shortage of basic teaching materials for teachers and pupils in schools affect the quality of teaching and learning. Shortage of funds and general administrative matters cause this problem. Headmasters may fail to order the materials. Proper care of materials may not be taken in schools. Little response from Education Officers are experienced.

Teachers academic and professional qualifications affect the quality of teaching and learning. In-Service Courses are planned, organized and conducted to improve this area of work at all levels for teachers.

5.2 Other Major Problems/Issues in Primary Education

Teachers living and working conditions are yet to be improved as they affect the attitudes of teachers and children towards teaching and learning. Condition of some teachers houses, classrooms and other buildings are not up to the required standard. Maintenance work is required every year in some schools due to poor construction and care of buildings. This problem is worse in rural or remote schools.

Poor transport and communication services between the schools in rural areas and shopping centres and Education Offices is yet to be improved. Shortage of food and other supplies are experienced by teachers and schools. Correspondence materials are normally delayed.

Health services and water supply in rural schools need a lot of attention and consideration. Lot of schools experience water shortage problems during dry seasons for a longer period of time. Classes in some schools are temporally suspended. Shortage of medical supplies at Rural Health Centres affect the teachers and pupils when they need medical attention and assistance.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Context

1.1 Definition and Distinctive Features

Integrated curriculum tries to make learning relevant to every day living. Pupils are encouraged to see learning as part of living rather than as belonging only to schooling. It is a process which affects changes in both the contents and style of teaching.

Some attempt has been made in the syllabus to integrate certain topics in two or three different subjects. For example, "measurement" may be taught and used in Mathematics, Agriculture, and Science Subjects; "growth" in Health, Science, Agriculture and Community Life; "food" in Health and Community Life; "shapes" in Reading and Mathematics subjects and "family" in Reading and Community Life.

Teachers are expected to use their own initiative to integrate some of the topics mentioned and many more in two or three different subjects.

1.2 Rationale

Integrated curriculum attempts to group two or more subjects on common clusters. For example Science is taught rather than separating and teaching topics under physics, biology and chemistry. Teaching of subjects is to be done on the basis of key concepts rather than factual information. Teaching and learning is to be centered around practical activities to help to make knowledge useful for living. Integrated curriculum opens up lines of communication between subjects, teachers, schools and community. It helps to involve pupils in the planning and implementation of learning activities. All round personality development of students and individualized learning is stressed.

1.3 Present Status

Integration has been introduced as a regular programme in the syllabus. It is rather a partial integration starting from grade one. Mostly integrated activities are included in syllabuses and textbooks.

2. Inputs

2.1 Course Content

Some changes have taken place in the syllabus for some subjects. Social Science has been integrated with Agriculture,

Religious Education and Cultural Studies. They now come under Community Life Subject in terms of themes. Topics for each of the integrated subjects, however, are still written separately in the syllabus and textbooks. They are prepared and taught as separate subjects and topics.

Music, Art and Craft subjects have also been integrated. They now come under Expressive Arts Subject. Preparation and teaching of lesson programmes for each subject are kept separately. Some parts or topics from each subject are integrated where possible.

Integration of English lessons are based around the Talking lessons. Structures of Talking lessons are used in Written Sentences, Written composition and Reading lessons. New vocabulary words from Talking and Reading lessons are used spelling and dictation lessons.

2.2 Instructional Materials

The only materials prepared for any integrated teaching are the topics and lessons prepared in the syllabuses and textbooks for all subjects. Each subject is prepared and taught separately.

Teachers Guide Books and Syllabuses for each grade have been completed and are out in schools for some subjects. It is the same for Pupils' Textbooks. The rest of the materials for teachers and pupils are expected to be completed by 1991. Children are not grouped into their ability groups. Teachers are trained to teach all subjects for all grades. Each teacher therefore teaches the same class for the whole school year.

2.3 Teacher Preparation

Little emphasis is placed upon the training of teachers to prepare and teach integrated curriculum. Some Teachers Colleges teach teachers to use thematic method of planning and preparation of subjects and lessons. These lesson programmes are then used by teachers in their teaching. Teachers are not fully equipped to be confident enough to practice these when they go out to teach. Teachers who tried to use thematic method of programming did not use them for long period of time. Lack of necessary materials, ability and experience of teachers are some of the contributing factors.

In-Service Training Courses mounted at national, provincial and school levels also puts little emphasis on preparing teachers for integrated curriculum. Teachers therefore normally follow and teach the materials which are prepared and provided in the syllabuses and textbooks.

2.4 Basic Requirements

No additional facilities were provided for the teaching of the integrated course.

3. Process

3.1 Teaching/Learning Strategies

As mentioned earlier that integration affects changes in both contents and style of teaching. Changes on instruction are very much dependent on teacher competency. But most teachers follow syllabuses and textbooks. The mode of instruction is the whole class teaching.

3.2 Mode of Implementation

The implementation of integrated courses is mostly confined to the classroom only.

4. Product

4.1 Programme Evaluation

No study has been undertaken to evaluate the integrated curriculum.

4.2 Prospects for the Future of the Programme

The integrated curriculum will be continued as it is teachers to use their own initiatives to effectively plan, organize and use integrated curriculum is not possible for most teachers. Teachers academic and professional skills and knowledge need to be improved first. Alternatively, guides for teachers have to be written in the syllabuses and textbooks.

Teaching materials have to be provided in line with the integrated curriculum. School Inspectors and Curriculum Advisors need to be in-serviced on the value and method of planning, organizing and using integrated curriculum.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

Moral Education was prepared and taught as a separate subject in the past. It is now prepared and taught as part of Community Life subject. Lesson topics for moral or religious education aim to develop the child into a useful member of the

society. Behaviour training and respect for individuals and society as a whole are emphasized to educate the child to be a useful member in his thoughts and actions to uphold the values of his society and become an accepted member in the community.

Separate Religious Education lessons are prepared and taught by respective church representatives at each school. Each church attempts to provide the spiritual needs of children who are members of their churches and teach them more about God and the teaching of the Bible.

2. Instructional Process

Religious Education is not a compulsory subject. Only some teachers, nominated by their churches, therefore prepare and teach religious education lessons. All churches nominate their representatives to teach Religious Education in all schools to children who are members of their respective churches.

All churches have their own Religious Education programmes for use in schools. These are prepared by respective churches for all grades. Teachers who teach Religious Education are in-serviced on the use of these materials. Church Teachers Colleges also teach and train teachers on the use of materials and teaching of Religious Education lessons in schools. After graduating, these teachers are expected by their churches to teach Religious Education lessons for children who are members of their churches.

3. Evaluation and Feed Back

Each church is responsible for evaluating the effectiveness of their Religious Education programmes. Planning, organizing and implementation of the programme is solely done by each church. They have their own method of observing, recording and evaluating the effectiveness of the Religious Education programme.

4. Problems and Issues

Religious Education programmes are affected in some churches due to limited resources available. This include skilled manpower and financial problems. Churches that still receive skilled manpower and financial assistance from other countries are well established. This help them to plan and finance effective Religious Education programmes for schools. Other churches which do not receive similar assistance experience lots of problems to produce the necessary Religious Education materials.

No time is specifically allocated now for the teaching of Religious Education lessons in the syllabus. Churches therefore have the option of using some of the time allocated for 'Block

Time' and other lessons or add extra minutes of teaching each day if they wish. Churches sometimes find it difficult to find suitable people to teach Religious Education in schools. As teaching of Religious Education is not a compulsory subject, teachers normally are reluctant to teach Religious Education lessons.

QUESTIONNAIRE D: WORK ORIENTED EDUCATION

1. Context

In 1973, the country began to shift to a programme of community based education. This is a basic education from grades 1 to 6 which relates formal schooling to community life. The Medium Term Development Strategy has stated the nations expectations for its community schools over the next five year period from "1986 - 1990".

The Medium Term Development Strategy stated that "emphasis on basic skills should be maintained. In teaching, practical application of these basic skills should be expanded. Additional emphasis should be placed on positive social attitudes wherever possible".

Pupils should be encourage to develop positive attitudes and pride towards their tradition, culture, nation, in themselves, their personal health and personal well being, co-operate and work with others in community and national development, continue learning, develop and maintain moral and spiritual values.

2. Instructional Process

No complete work oriented education programme has been devised and implemented. However, aims and objectives for each subject make specific references towards the teaching and learning of basic skills and knowledge. Teachers teach both the theory and practical parts of the subjects.

Materials for teachers to use are the subject materials in the syllabuses and textbooks. Lessons are prepared and taught from the syllabuses and textbooks. Pre-service and in-service teachers are given the general knowledge of the syllabuses and textbooks contents and how to use these in their preparations and teaching of lessons. Each teacher is not trained to be a specialist in any subject areas. More theory teaching and learning therefore normally is the order of the day with little practical work.

People other than teachers with specific skills and knowledge related to subjects taught in schools are sometimes invited to schools to assist the children both in theory and prac-

tical work. Agricultural Officers near the school may be asked to help with Agricultural subject and projects. Such arrangements are minimal and are rarely provided for schools.

3. Evaluation and Feedback

Evaluation of the use of syllabuses and textbooks are done through general observation by the Inspecting Officers, Curriculum Advisers and other officers. Teachers knowledge of the subject materials, the effectiveness of the subject contents being taught, the response and achievement from the pupils are observed and assessed. The only written records of assessment kept are examination results for pupils and teachers personal and inspection reports. Tests and examinations for all grades are set and marked by each class teacher except for the National Primary Final examination. National Primary Examinations are set by the Department of Education and all marking is done in each Province. Teachers personal and inspection reports are written by School Inspectors.

4. Problems and Issues

There are no prepared work oriented education programmes. This makes it difficult for teachers to use their own initiative to draw up an effective work oriented education programme that may be successfully implemented. Teachers are not trained as specialist teachers in each subject. Teachers are given training on general knowledge of the syllabus and textbooks contents and the basic skills on all subjects.

Attempts made by schools to use other people with expert skills and knowledge to teach and assist the children normally fails. People approached to assist give negative responses. Teachers therefore continue to teach the basic skills and knowledge as well as they can. Time allocation for each subject does not allow sufficient time for teachers to do practical work with pupils. Teachers therefore find it difficult to plan a workable work oriented education programme. Absence of necessary tools, unavailability of land and other basic needs also contribute towards affecting the programme from being implemented successfully.

QUESTIONNAIRE E: CURRICULUM LOAD

1. Definitions and Concerns

Teaching work loads for teachers and learning for pupils are all prepared in the syllabuses and textbooks. Syllabuses contain the general overview of the subject materials to be covered for the year. These are followed with some expansion work for each

subject. Syllabuses also contain suggested time allocation for each subject. Textbooks for teachers and pupils are based on the contents of syllabuses.

Teachers at times voice their concern for the way in which the contents of the syllabuses are written. Teachers find it difficult to keep up with the many changes taking place with the contents of syllabuses and textbooks. The structure of the language and new terms used create confusion for teachers. General lay out of the subject contents further create problems for teachers.

Each teacher prepares and teaches all the subjects in the syllabus to his or her class for the whole school year. He or she does not teach classes other than his or her own.

2. Present Status

Some textbooks and syllabuses for teachers have been produced and are in schools now. Some pupils textbooks have been completed as well. These have eased some of the confusion and difficulties teachers experience when preparing and teaching their lessons. Textbooks are providing much more useful informations for teachers than the syllabuses.

More textbooks are now in the process of being produced. Some of them are now in their trial stages while others are at various stages of their development. Language used in textbooks are easy for the teachers to follow. Little problems are experienced by teachers when they prepared lessons programmes from textbooks. Lessons are prepared in line with the allocated time given in the syllabus for each subject. Detail and specific informations are given for each subject material.

3. Factors Affecting Curriculum Load

Poor teaching and learning environment in some schools and classrooms, mainly in rural areas greatly affect the effective implementation of the curriculum. Some classrooms are poorly constructed. Regular maintenance work is required each year. Some classrooms are built on the ground with dirt floor. Supply of desks are limited. Some desks are poorly constructed. Some children sit and work on the dirt floor. Classes in some schools are suspended by the Education Authorities for indefinite periods due to poor classroom conditions.

Shortage of textbooks and other necessary basic teaching aids are continuously reported by teachers and school inspectors in most schools. This problem is partly caused by poor school administration on the part of the Headmasters and teachers. Orders for required materials may not be sent in advance to Education Offices. Proper care of materials is not done in some

schools. Provincial and National Education Offices do not always meet the needs of schools. Materials supplied sometimes are insufficient. Requests and correspondence from schools sometimes are never attended to or answered.

4. Effects on Pupils

At the moment, only 70% of school age population go to school. Those enrolled in community schools, only 40% of them complete Grade 6. The rest dropout before completing Grade 6. Dropout rate is higher in rural areas. Most of these dropout between grades 1 to 4. Dropout problem is caused mainly by geographical,cultural and social factors.

Distance some children take to walk over rugged mountains, steep hills, swamps covered with water, through thick bushes and paddling through swamps and rivers for many hours to get to the nearest schools is far and dangerous for young children. This sometimes creates health problems for children. In rural area schools, some children live at their schools on their own for a week with their own food supply. These children experience food shortage problem during the week. Lack of supervision after working hours create some social problems for the children concerned. Children therefore either are forced to or voluntarily discontinue their schooling and return to their villages and parents. Pupils performance are assessed during the National Primary Final Examination at the end of each school year. Results reveal that pupils in urban schools do better than the children in rural schools. Difference with the result is partly related to the teaching and learning conditions as mentioned earlier.

Teachers give some homework for their classes when necessary. Grade 6 classes are given more homework than any other classes in preparation for National Primary Final Examination. At least one to two hours of homework each week is given to grades 3 to 5 while grade 6 classes may be given six to seven hours each week.

5. Research

Collection of informations on textbooks in the past has been done by each subject Department. This was normally done during the trial period for textbooks and other teaching aids. Informations are collected through observations, interviews and questionnaires. very little evaluation work takes place after the textbooks and other teaching aids are approved and sent out to schools. No records are kept for any evaluation work that was done in the past. The new textbooks and other teaching aids which are now prepared and produced are funded under the Education II Project. Some of them have been completed. Some of them are in their trial and other stages of preparation. Evaluation

Unit in the Department of Education is assessing the contents and effective use of these textbooks and other teaching materials. Information have been collected through observation, interviews and use of questionnaires.

Records of this data collection are kept by the Evaluation Unit. Evaluation records are now kept for the following pupils textbooks which are now on trial:

- Mathematics for Grade 4, Term I
- Health, 'My Skin', Grade 4
- Community Life, 'Coffee', Grade 4
- Community Life, 'Sago', Grade 4
- Community Life, 'Cocoa', Grade 4
- Community Life, 'Transport', Grade 4

Eleven schools in various zones or areas are involved with the trial projects. Schools selected are in urban, semi-urban and rural areas. Data collection includes the living, working and learning conditions for teachers and pupils. Grade 6 National Primary Final Examination results are also compared with living, working and learning conditions for teachers and pupils and other related factors.

Informations collected reveal that schools with better living, working and learning conditions seem to score higher in National Primary Final Examinations than those with worse conditions. Conditions in each school therefore tend to have some effect with the effective implementation of the curriculum. The Evaluation Unit was established recently. It is anticipated that this Evaluation Unit will continue to assess the effectiveness of all textbooks now under production under Education II Project.

6. New Curriculum Policies

National Department of Education has been concentrating on the development and production of syllabuses and Teacher's Guides. Little effort was made to provide adequate supply of pupils materials. Education II Projects, funded by a loan from the World Bank, now aims to develop and produce more pupils materials to improve the quality of teaching and learning. Money is now made available to prepare, print and distribute materials for pupils. About 3.5 million is to be spent between 1985 - 1991. Money will be spent to pay for some of the following:

- 230 different sets of pupils textbooks
- employ 3 writers (contract officers)
- employ 1 editor (contract officer)
- employ 2 graphic/design specialist (contract officers)
- employ 1 printing expert (contract officer)
- fellowship training for national officers as textbook writers.

- printing equipments
- preparation, printing and distribution of materials.

Needs of teachers and pupils textbooks are assessed before any planning takes place. Once the planning work is completed, the writers then commence their work. Production part of the work include design and layout, editing, typesetting, and photographic plate-making. When this is completed, the printing work starts. This is followed by trialling of materials, revision and mass printing for distribution to schools.

English kits for grade 1 pupils with the Teacher's Guide are now completed and used in schools. Similar kits for grades 2 - 5 are in the process of being produced. Twelve different sets of pupils textbooks and Teachers Guides will also be produced for Health, Community Life and Mathematics from grades 4 - 6.

Teachers Guides for some subjects such as Physical Education and Expressive Arts have been completed and distributed to Schools. Replacement of materials distributed to schools will be done after every five years.

The general aim now is towards achieving international standards as well as reserving the national flavour. Necessary teaching and learning materials have to be produced and distributed. Teachers academic and professional skills and knowledge are to be improved and maintained. Living, teaching and learning conditions at schools should not be ignored. Improving each area of the problems identified in isolation will not help to achieve the general aim.

PHILIPPINES

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

The Republic of the Philippines is situated in the Western Pacific ocean off the southeast coast of Asia. It is bounded on the west and north by the China Sea, on the east by the Pacific Ocean and on the south by the Celebes Sea. The Philippine archipelago which consists of a little more than 7,000 islands is scattered and extends about 1,854 kilometres from north to south and about 1,107 kilometres from east to west. The land area is around 300,000 square kilometres. It is divided into three major geographical groups, namely, Luzon, Visayas and Mindanao. Presently it is divided into 13 administrative regions.

1.2 Main Geographical Features

The Philippines has a tropical climate and has two distinct seasons, the dry and the wet, with the heaviest rainfall recorded in June to September. When defined in terms of the length of the dry and wet seasons in the different regions there are 4 types of climates. The country lies in the path of typhoons originating about 5° latitude North in the Pacific Ocean.

The climatic conditions in the Philippines are varied due to the existence of mountains and plateaus in various parts of the country and to the local air currents, which in turn are a resultant of: (a) the general air stream in the Pacific region; (b) the position of the islands; and (c) the most usual storm tracks.

1.3 Population

As of 1 May 1980, (latest official census) the Philippines registered a total population of 48,098,460 or an increase of 6,027,800 persons over the last 5 years. The population, composed of 24,128,755 males and 23,969,705 females, grew at an average annual geometric growth rate of 2.71 percent. This marked a continuing, though very small (0.07) percentage point, decline in the annual growth rate. The initial decline of 0.23 percentage point was recorded in the first half of the seventies.

During the period between 1975 and 1980, 20.1 persons per square kilometre on the average were added to the 1975 national population density of 140.2 persons per square kilometre.

The sex ratio or the number of males for every 100 females fluctuated from 99.00 in 1970 to 103.32 in 1975 and down to 100.66 in 1980. While the country as a whole had a nearly balanced number of males and females, urban areas had only 95.50 males for every 100 females as against a sex ratio of 103.87 in rural areas.

The population in 1970 annually grew by 2.9 percent reaching 43.0 million in 1975, and increasing to 48,098,460 in 1980.

The Philippines still has a high proportion of the younger age group (0-14 years) although a downward trend has been observed since 1970. The 0-14 age group comprises 42.04 percent of the total population, decreasing by 1.92 percentage points and 3.64 percentage points from the corresponding 1975 and 1970 proportions.

Maintaining an upward trend, the productive age group (15-64 years) constitutes 54.56 percent in 1980. The proportion of the older age group (65 years and over) increased by 0.0154 percentage point between 1975 and 1980, after a slight decrease of 0.04 percentage point between 1970 and 1975.

The following table shows comparative figures in the age composition of the population in 1970, 1975 and 1980.

Population by Age Composition

Age	1980		1975		1970	
Composition	Number	%	Number	%	Number	%
Total	48,098,460	100.00	43,070,660	100.00	36,684,486	100.00
0 - 14 Years	20,221,547	42.04	18,493,255	43.96	16,757,313	45.68
15 - 64 Years	26,240,572	54.56	22,375,237	53.18	18,864,652	51.42
65 Years and over	1,636,341	3.40	1,202,168	2.86	1,062,521	2.96

The continuous rise in the proportion of persons in the productive or working age group leads to a decline in the dependency ratio (number of dependents for every 100 persons in the productive age group). In 1980 the dependency ratio was 83.30, dropping from the ratio of 88.02 in 1975 and 94.46 in 1970. The dependency ratio in 1980 indicates a relatively reduced economic burden placed upon the working age group by the younger and older age groups, other things being equal.

With 58.42 percent of the urban population in the productive age group, the urban dependency ratio (71.17) is much lower than

that in rural areas (91.36) where 52.26 percent of the rural population belong to the productive age group.

Meanwhile, the country's population is undergoing an aging process as indicated by a steadily rising median age, from 16 years in 1970 to 17 years in 1975 and 18 years in 1980.

1.4 Budgetary Allocations for Education Sector

In 1979, a total budgetary allocation of approximately 2.1 billion was available for the elementary education sector. This is about 260 (U.S. $35) per pupil compare to an average of U.S. $66 equivalent (at 1976 prices) for nine sample countries in Asia. However, in 1983 the total budgetary allocation for the elementary education sector as reflected in the General Appropriation Act for January 1 to December 31, 1983 of the Batas Pambansa Blg. 230 is 3.6 billion. This is about 422 per pupil.]

It will be noted that the annual budgetary allocations for elementary education is largely accounted for the payment of teachers' salaries and administrative costs. Statistic indicate that said item of expenditure represents 98% of the total obligation for public elementary schools. On account of this, non-salary expenditures for instructional materials, school supervision, in-service training and maintenance of facilities are hardly accommodated, or worse enough, totally unattended to. The table below shows how the national budget is allocated in two years, i.e., 1979 and 1983.

(Peso)

	1979	1983
Personal Services	2,035,796,716.98	3,472,836,000
Maintenance & other operating expenses	41,678,728.80	136,672,000
Equipment	610,846.58	20,023,000
Total	2,078,086,282.36	3,629,531,000

While it seems unfortunate that no improvements have been made relative to the aggregate value of non-salary expenditure per pupil, a redeeming factor is the acceptable programme achieved within and among its sub-components. Expenditures for instructional materials have approximated the target set at 3%, its present proportion being 2.8%. Moreover, expenses for maintenance have exceeded the 1% target with its 1982 standing of over 5%.

Finally, since other expenditure data are not clearly related to real resources and their utilization, there is a nagging limitation of discriminating non-salary expenditures for school supervision and in-service training.

1.5 Ethnic and Religious Composition

The Philippines is predominantly a Christian country. Ninety-two percent are Christians, 84% of whom are Catholics, 8% belong to other Christian sects, about 3% are Muslims, and 3% are Buddhists and others. Around 87 dialects are spoken but there are more or less 8 major linguistic ethnic groups, namely Tagalog (29%), Cebuano (24%), Ilocano (10%), Hiligaynon (9%), Bicolano (8%), Waray (5%), Pampango (2%), Pangasinan (2%) and all the others comprise 11%.

2. The Educational System

2.1 Structure of Educational System

Two types of curriculum were implemented within the decade under study, i.e., the 70's up the present (1984).

(1) The Revised Elementary Education Programme of 1970

To meet the demands for newer classroom and curricula experiences for the child in keeping with developments in society, the elementary education programme was revised and a new one introduced. The Revised Elementary Education Programme which took effect in the school year 1970-1971 introduced some changes in time allotment. For instance, in the 1957 curriculum, Language Arts was allotted 110 minutes a day in Grades I to II and 120 minutes in Grades III to VI. In the revised curriculum, Language Arts was increased to 140 minutes in Grades I to II and retained 120 minutes in Grades III to VI.

Changes in subject offerings in the 1970 curriculum included Character Education as a separate subject, allotted 20 minutes a day; the change of Arithmetic to Elementary Mathematics; and the offering of Music and Arts as one separate subject with Music allotted 3 days a week and Arts, 2 days allotted with 30 minutes a day in Grades I to VI.

The Programme also specified that vernacular was to continue as auxiliary medium of instruction in Grade I and II with Pilipino and English as subjects in these grades. English remains as medium of instruction beginning Grade III with Pilipino as a subject.

(2) The Bilingual Education Programme

Bilingual education, as defined operationally in Department

Order No.25,s. 1974 of the Department of Education and Culture (presently the Ministry of Education, Culture and Sports) is the separate use of Pilipino and English as media of instruction in definite subject areas, provided additionally that, Arabic shall be used in the areas where it is necessary. Conformably to the Department Order, the use of English and Pilipino shall begin in Grade I in all schools. The vernacular or dialect used in the locality or place where the school is located shall be an auxiliary medium of instruction in Grades I and II. To date, implementation of the programme in different regions, particularly in the public schools is being carried on actively.

(3) The 1982 New Elementary School Curriculum (NESC)

The results of the Survey of Outcomes of Elementary Education (SOUTELE) in 1975-76 pointed to the need for empirical bases for curriculum improvement and development of educational policies. As a result the new elementary school curriculum (NESC) introduced in 1982 orients elementary education to national development goals and reflects research-based directions for curricular change. Addressed to civic, intellectual and character development, the NESC covers the general education of the child as a person, as a citizen, and as a productive agent. Its thrust is in intellectual growth towards the enhancement of human/civic/cultural development.

Its distinctive features are:

(a) Fewer learning areas, with emphasis on mastery learning;

(b) Longer time allotment for basic skills development: reading, writing, and mathematics;

(c) Greater emphasis on intellectual skills development;

(d) Focus on the development of humanism and sense of nationhood in all learning areas;

(e) Health values infused into the whole curriculum;

(f) Systematic development of competencies and values for social living.

(4) Implementation of the 1982 Curriculum

Experience in the past pointed out that failures in innovations and other development activities were the changes in the new curriculum and with far-reaching national objectives in view, the necessary preparatory measures that would insure high feasibility in effective implementation have to be taken. Among these measures are careful development of pedagogically valid learning/teaching materials and evaluation instruments; critical pilot field trial of these and revision in terms of learners' achieve-

ment and other feedback; suitable enhancement of the competencies of teachers and other education personnel; and parent/community orientation in support of the changes. Thus, the timing of the national implementation has to be such that adequate action would have been completed prior to the wide-scale introduction of the new curriculum.

Beginning school year 1983-84, the first grade which was tried out the year before was fully implemented, with Grade II on try-out. In school year 1984-85, Grade II was also fully implemented. In 1985-86, Grade III will be implemented, and so on, until 1988-89 when Grades I to VI will be fully implemented.

2.2 The Objectives of Elementary Education

In 1954, Republic Act 1124 created the Board of National Education (BNE), the highest policy-making body on education. Its task has been "to formulate, implement and enforce the general education objectives and policies, coordinate the offering, activities and functions of all educational institutions in the country with a view of accomplishing an integrated, nationalistic and democracy-inspired educational system of the Philippines." In 1957, the BNE defined a set of educational objectives:

(1) To inculcate moral and spiritual values inspired by an abiding faith in God;

(2) To develop on enlightened, patriotic, useful and upright citizenry in a democratic society;

(3) To instill habits of industry and thrift and to prepare individuals to contribute to the economic development and wise conservation of the nation's resources;

(4) To maintain family solidarity, to improve community life, to perpetuate all that is desirable in our national heritage and to serve the cause of world peace;

(5) To promote the sciences, arts and letters for enrichment of life and recognition o f the dignity of the human person.

In 1969, the Presidential Commission to Survey Philippine Education (PCSPE) was established by Executive Order 202, with Dr. Onofre D. Corpuz, then Secretary of Education, as chairman. The PCSPE observed "the need to define goals in more operational terms". The educational objectives set forth by BNE are "societal rather than educational tasks". In this light, the PCSPE recommended the following national goals and educational aims which consequently, through Presidential Decree 6-A issued in 1972, became official:

(1) The Constitution of the Philippines

Article XV, Section 4 of the 1973 Constitution states that:

All educational institutions shall aim to inculcate love of country, teach the duties of citizenship and develop moral character, personal discipline, and scientific, technological and vocational efficiency.

(2) National Development Goals (P.D. 6A, 1972)

(a) To achieve and maintain an accelerating rate of economic development and social progress;

(b) To assure the maximum participation of all the people in the attainment and enjoyment of the benefits of such growth;

(c) To strengthen national consciousness and promote desirable cultural values in a changing world.

(3) National Educational Aims (P.D. 6A, 1972)

(a) Provide for a broad general education that will assist each individual, in the peculiar ecology of his own society to:

(i) attain his potential as a human being,

(ii) enhance the range and quality of individual and group participation in the basic functions of society,

(iii) acquire the essential educational foundation for his development into a productive and versatile citizen.

(b) Train the nation's manpower in the middle level skills required for national development;

(c) Develop the high-level professions that will provide leadership for the nation, advance knowledge through research, and apply new knowledge for improving the quality of human life; and

(d) Respond effectively to changing needs and conditions of the nation through a system of educational planning and evaluation.

Elementary Education is addressed to the first aim above. It is expected to provide the foundation for

achieving the three other aims.

(4) Objectives of Elementary Education

The mission of elementary education is to enable every citizen to acquire basic preparation that will make him an enlightened, disciplined, nationalistic, self-reliant, God-loving, creative, versatile, and productive citizen in a national community.

The following objectives of elementary education, adopted from the 1970 Revised Elementary Education Programme, are still relevant in the new curriculum.

Elementary education shall aim to develop the spiritual, moral, mental and physical capabilities of the child, provide him with experiences in the democratic way of life, and inculcate ideas and attitudes necessary for enlightened, patriotic, upright and useful citizenship. To achieve these objectives, elementary education shall provide for:

(a) the inculcation of spiritual and civic values and the development of a good Filipino based on an abiding faith in God and genuine level of country;

(b) the training of the young citizen in his rights, duties and responsibilities in a democratic society for active participation in a progressive and community life;

(c) the development of basic understanding about Philippine culture, the desirable tradition and virtues of our people as essential requisites in attaining national consciousness and solidarity;

(d) the teaching of basic knowledge about health and the formation of desirable health habits and practices;

(e) the development of functional literacy in the vernacular, in Pilipino and in English as basic tools for further learning; and

(f) the acquisition of fundamental knowledge, attitudes, habits and skills in science, civics, culture, history, geography, mathematics, arts, and home economics and livelihood education and their intelligent application in appropriate life situations.

(5) Expectancies

At the end of Grade VI, the child is expected to:

(a) read proficiently labels, directions, notices, rules and regulations, advertisements, posters, letters, periodicals and other printed materials, and seek ways and means to continue learning on his own in Pilipino and English and, where applicable, Arabic;

(b) write with proficiency names of persons, places, lists of purchases, simple notes, friendly and business letters and fill out all kinds of forms in Pilipino and English and, where applicable, in Arabic;

(c) express ideas orally and in writing, in a clear and logical manner with little or no help, when sharing, in experiences with family and community, in Pilipino and in English and, where applicable, in Arabic;

(d) listen selectively and critically to the ideas presented in speeches, news reports, propaganda, advertisements, soap operas, concerts, observing proper listening behaviour; report accurately what one has listened to when necessary;

(e) compute and solve problems relating to occupations, business practices, measurement and estimation, income and expenses, taxes, rental rates and interest charges; gather and interpret data, using graphing and scaling and other matters related to the problems of daily living;

(f) apply scientific knowledge and skills in identifying and solving problems pertaining to: health and sanitation; nutrition; food production, preparation and storage; and environment and the conservation of its resources and in evolving better ways and means of doing things;

(g) share knowledge about local and national government structure and functions; utilize available social services; exercise his rights and perform his obligations; and participate actively in the projects and programmes of the government;

(h) extend his identity from family, tribe and region to the country, the nation and the global community; manifest national loyalty and willingness to bear sacrifices for the nation;

(i) utilize lessons from history in managing the present to attain a desired future; believe that the development of society depends upon the realization of his potentials and those of other

members of society and behave accordingly;

(j) give accurate information (e.g. natural resources, natural scenic spots, flora, fauna, etc.) about the geography of the Philippines and other countries and how it influences the way of life of the people;

(k) show appreciation for and take pride in indigenous and contemporary Filipino arts and culture by participating and attending cultural activities and lead-up games in school and in the community; manifest creativity, skills and talent in the arts;

(l) show interest in different occupation, apply systematic knowledge and skills in home management such as protecting the family health, intelligent use of resources, use of acquired skills in at least one particular gainful occupation like farming, animal raising, fishing, handicrafts and simple trades;

(m) show wholesome work habits, attitudes and values towards work efficiency and greater productivity.

(n) distinguish between right and wrong; accept rights and obligations, manifest a sense of justice and equity and an abiding faith in God and in his capacity to maximize his potentials while affirming the purpose and meaning in life;

(o) manifest physical fitness in accordance with the normal development of the child.

2.3 Educational Policy and Curriculum Development

(1) Agencies for Deciding Educational Policies

Presidential Decree No. 1, issued by the President of the Philippines on September 24, 1972, provided for the Reorganization of the Government to achieve greater economy, efficiency and simplicity in government operations. Accordingly, the Department of Education and Culture took steps for the implementation of P.D. No. 1 otherwise known as the Integrated Reorganization Plan (IRP).

The major changes planned were finally effected in the then Department of Education and Culture on July 1, 1975. Before the reorganization, the Department was highly centralized. Decision-making rested with the Secretary and the directors of the three bureaus - the Bureau of Public Schools, the Bureau of Private Schools and the Bureau of Vocational Education. With the im-

plementation of P.D. No. 1, the Ministry has been decentralized. Decision making is now shared by the 13 regional directors who head their respective regional offices that were established throughout the country.

As of August, 1979 the following agencies in the Ministry of Education have roles in deciding educational policy:

The Bureaus:

The Bureau of Elementary Education is charged with the formulation and development of educational policies and programmes with regard to pre-elementary and elementary education in the country. It is composed of the offices of the Director, Assistant Director, and Administrative Staff; 3 divisions - Curriculum Development, Staff Development, Physical Facilities and Special Education.

The Bureau of Secondary Education is charged with formulating and developing policies, plans, programmes and standards for the secondary level.

The Bureau of Higher Education is charged with developing, formulating and evaluating programmes on higher education and scholarships as well as developing and establishing standards for all universities, colleges, and other post-secondary institutions of learning.

Two additional Bureaus, namely, the Bureau of Continuing Education and the Bureau of Sports Development have already been organized, and the Bureau of Technical/Vocational Education skill is to be organized at this date.

Besides the bureaus which are the main agencies, the Minister is assisted by the staff services in the central office, namely, (1) Planning, (2) Information and Publication, (3) Administrative, (4) Financial and Management Services.

Other offices under the Minister and his Deputies are: (1) Textbook Board, (2) Educational Development Projects Implementing Task Force (EDPITAF), (3) The Professional Boards which include the Board of Medical Education, Council of Pharmaceutical Education, Council of Medical Technology Education, and Board of Accounting Education, (4) The National Educational Testing Center, (5) The National Scholarship Center, (6) Population Educational Programme Unit, (7) The State Colleges and Universities Coordinating Unit, (8) The School Health Service Coordinating Unit, (9) The Foreign Schools and Foreign Students' Unit, and (10) The Child and Youth Research Center.

Finally, the Ministry is also in charge of the cultural agencies like the (1) Institute of National Language, (2) National Museum, (3) National Historical Institute, and (4) National Library.

The Regional Offices:

The Regional Offices are responsible for the general supervision, direction, evaluation and coordination of operations and activities within the regions. Each regional office has an Administrative Division, a Finance and Budget Division, an Elementary Education Division, a Secondary Education Division, a Higher Education Division and provincial or city division office in the different provinces composing the region with corresponding duties and responsibilities. The regional office is headed by a Regional Director while the division offices is headed by a superintendent.

The regional offices perform the following functions:

(a) Implement laws, policies, plans, programmes, rules and regulations of the Ministry in the regions;

(b) Formulate and evaluate the execution of plans and programmes in the regions;

(c) Prepare and submit plans and programmes for the regions for approval and/or incorporation in the Ministry's overall programme;

(d) Provide economical, efficient, and effective service to the people;

(e) Coordinate with regional offices of other departments, bureaus, and agencies in the area; and

(f) Perform such other functions as may be provided by law.

(2) The Curriculum Development Process

The function of the Bureau of Elementary Education (BEE) in curriculum development in the 70's was mainly to organize committees to (1) identify and state the definition of subject areas in the curriculum, (2) outline the scope and sequence of the content of subjects in each grade, and (3) list the broad objectives and specific aims for each subject. These functions were also shared by the Curriculum Development Centers (CDC's) organized by the Educational Development Projects Implementing Task Force (EDPITAF) of the Ministry in different teacher-education institutions.

These CDC's were responsible for preparing the textbooks and curriculum materials in the different subjects. This setup has caused overlapping in the functions of the Bureau of Elementary Education and the Curriculum Development Centers. With the termination of the Textbook Project in 1982, the CDC's were disbanded.

At present, the curriculum development process follows a procedure as outlined below:

(a) Preparation by the Curriculum Development Division of the BEE of the Minimum Learning Competencies (MLC) which takes the form of an organized listing of identified basic skills for the grade required of a child to be mastered.

(b) Preparation and development of the Writing Briefs (WB's) which serve as writing specifications of expected learning outcomes for writers of instructional and curriculum materials by the same office in collaboration with appropriate curriculum agencies. Both the MLC's and WB's are distributed to the field, to the existing CDC's and to interested private publishers through the Textbook Board.

(c) The Textbook Board issues a call for the development of the needed textbooks and other instructional materials that are supposed to be based on said MLC's and Writing Briefs.

(d) The Textbook Board Secretariat (TBS) which is the implementing arm of the Textbook Board selects the appropriate curriculum Writers from the BEE, the CDC's and other teachers in the field. The commissioned writers develop the manuscripts and submit these to the TBS for evaluation. On the basis of the TBS evaluation, revision will be effected by the writers.

(e) On the other hand, the prototype materials prepared by private publishers are submitted to the TBS for their final evaluation and approval. Production specification including costs are determined by the TBS with the concurrence of the winning publisher. The winning publisher does the production of the approved materials. The produced materials are tried out in designated try-out schools for the NESC. The materials are then produced and used for full implementation in all schools within the country.

In connection with the full implementation of these materials, orientation activities for teachers and supervisors are conducted by the TBS in coordination with the BEE.

(f) Within the process of curriculum development is a built-in evaluation system. A committee of researchers in the BEE is the one in charge of this. Its activities consists of planning, organizing and implementing the development of testing instruments needed in the evaluation of pupils' achievement relative to the NESC. The development of an Item Bank for achievement testing

in English, Pilipino and Mathematics in Grades I-VI and other learning areas other than the 3R's for Grades III-VI is also one of its undertakings. This evaluation unit also takes charge of the development of evaluation measures for non-cognitive behaviours as well as questionnaires for gathering data on school and teacher factor affecting pupil achievement.

In the Elementary Education Division of the Regional Office, there is a curriculum unit which is in charge of coordinating with the Bureau of Elementary Education in the preparation of appropriate curriculum materials based on local conditions and resources.

Similarly, the unit coordinates with the national curriculum committee in the implementation of new curriculum materials at the regional, provincial, district and school levels.

2.4 The Educational Structure

Schooling in the Philippines starts at age 7. Elementary schooling, which is free as provided in the Constitution, is divided into four years of primary and two years of intermediate grades. Throughout the grades, instruction is in Pilipino for some subjects and English for others. Generally, the duration of the elementary school is six years. Some public schools and most, if not all, of the private schools have a pre-school department for children aged 4-6. If the finances of the school will allow, Grade VII after Grade VI is also offered as provided by law.

2.5 Class Size and Pupil-Teacher Ratio

Section 5, Article II of the Revised Educational Programme of 1970 provides that in the elementary schools, in order to ensure effective learning, the maximum number of pupils per class should be 40. In the primary grades under the two-single session plan, 30 pupils may be enrolled in the morning and 30 in the afternoon as a maximum under the same teacher. Under the emergency plan in both the primary and intermediate grades, 50 pupils may be enrolled in the morning under one teacher and 50 in the afternoon under another teacher. When less than 50 pupils are enrolled in the class, the two-session plan should be used in the primary grades. In the intermediate grades not more than 40 pupils should be enrolled in each class, except under the emergency plans. Generally, it considered wise for economy to close a class of less than 20 pupils when the teacher's services could be used to better advantage elsewhere by teaching a class of 40 pupils.

Teacher-Pupil Ratio by Level (Primary and Intermediate): 1983/84

	Primary	Intermediate	Total
Enrolment	5,906,412	2,302,158	8,210,570
No. of Teachers	162,992	107,501	270,493
Teacher-Pupil Ratio	1 : 36	1 : 21	1 : 30

2.6 Time Allocation

The following tables show the number of minutes per week each subject area receives in the two types of curriculum presently being implemented.

1) The 1970 Revised Elementary Education Programme (In force until 1988-89, since it is gradually being phased out and replaced by the 1982 curriculum)

Subject Area	I	II	III	IV	V-VI
Language Arts					
Vernacular (Reading)	200	200	-	-	-
Pilipino (Lang. and/or Read.)	300	300	300	300	200
English (Lang. and/or Read.)	200	200	300	300	400
Social Studies	150	150	150	200	200
Elementary Mathematics	150	150	150	150	200
Health and Science	150	150	150	-	-
Science	-	-	-	150	200
Music and Arts	150	150	150	150	150
Work Education	-	-	200	300	400
Physical Education	100	100	100	150	200
Minutes per week	1,500	1,500	1,600	1,800	2,050
Minutes per day	300	300	320	360	410
Hours per day	5	5	5/20	6	6/50

2) The 1982 New Elementary School Curriculum (Minutes per week)

Learning Areas	Minutes per week					
	I	II	III	IV	V	VI
Character Building Activities	100-150	100-150	100	100	100	100
Pilipino	300	300	300	300	300	300
English	300	300	300	300	300	300
Mathematics	200	200	200	200	200	200
Civics and Culture (Hist/Geog/Work Ethic)	200	200	200	-	-	-
History/Geography/Civics			-	200	200	200
Science and Health			200	200	200	200
Arts and Physical Educ.			200	200	200	200
Home Economics and Livelihood Education				200	300	300
Minutes per week	1100-1150	1100-1150	1500	1700	1800	1800
Minutes per day	220-230	220-230	300	340	360	360
Hours per day	3/40-4	3/40-4	5	5/40	6	6

3. Qualifications and Training of Teachers

3.1 Admission Requirement to the Teacher Education Programme

It has been the policy of the Ministry to give the National College Entrance Examination (NCEE) to students to determine their readiness for college work. Only those who passed this examination can enroll in any of the private or public colleges and universities. All private colleges and universities, offering teacher-education courses in normal education and post graduate education admit students in these courses on the following bases:

For entrance to the first year of the undergraduate courses,

- those who finished the secondary course with at least an average of 85% or B, or 2, in the last two years of the course;

- those who pass the NCEE with the above qualifications;
- those who fall within the upper 50% in an entrance examination to be given by the college itself;
- those who have facility of correct expression with pleasing personality and who are free from physical defects as determined by personal interview by the Dean.

3.2 Duration of Training for Elementary School Teachers

In the Philippines, the duration of training for elementary normal or elementary education is four years and an additional of 2 more years in the average for those who are taking up post graduate courses in education. Elementary grades teachers should have a Bachelor of Elementary Education Degree. (BSEEd)

3.3 The Course Content of Teacher Training Programme

The Revised Teacher Education Programme was approved by the Board of National Education on January 20, 1970. The following table shows the course and unit requirements of the BSEEd Curriculum. This is the course content in most of the teacher-training schools at present. However, effective for the school year 1983, a new type of teacher education curriculum that intends to prepare teachers to handle the new elementary school curriculum (NESC, 1982) is being implemented on pilot basis in some colleges and universities. By the school year 1985-86, this will be implemented starting with the incoming first year students.

Courses in the 4-year Curriculum for Bachelor of Science in Elementary Education

Subject	No. of Units
I. General Education	
1. English	15
2. Pilipino	12
3. Spanish	12
4. Social Science (Including General Psychology)	15
5. Rizal Course	3
6. Natural Science	11
7. Mathematics	6
8. Philosophy and Ethics	3
9. Health Education	6
10. Music and Arts	9
11. Practical Arts - H.E.	6
12. Physical Education	4
Total	102

Subject	No. of Units
II. Professional Education	
1. Introduction to Education (Including Philippine Education System)	3
2. Child/Adolescent Development and Learning	6
3. Educational Research and Evaluation	3
4. Guidance	3
5. Methodology	9
6. Student Teaching	9
7. Electives	3
Total	36

3.4 Selection Process for Heads/Principals of Elementary School

The Ministry adopts a Merit Promotion System that conforms to Presidential Decree No. 807 and the Rules on personnel Actions and Policies promulgated by the Civil Service Commission on November 20, 1975 and approved on the same date by the President of the Philippines.

The ranking of positions for the school heads is according to the organization structure of the division and is based upon the next-in-rank system.

In determining the comparative degree of competence and qualifications of various candidates to the position, the following factors are considered:

1) Performance rating;

2) Relevant/Specialized experience or outstanding accomplishment recognized from date after last promotion:

   a) Relevant or specialized experience;
   b) Outstanding accomplishment, e.g. authorship, research conducted, awards received and demonstration of creativity, initiative and innovativeness;

3) Education and training;

4) Potential;

5) Physical characteristics and personality traits.

A scheme of upgrading the salaries of teachers who choose to remain in their teaching jobs, or who have no opportunities to be promoted as head teacher or principal has been laid out. Qualification standards for promotion to Master Teacher are set and any teacher who qualifies is recommended by the immediate school

head, subject to approval of the division superintendent, and thus his salary is raised. The highest level of Master Teacher receives a salary equal to that of a school principal.

3.5 In-service Training of Teachers

Before the implementation of the massive Educational Reorientation Programme (ERP) for teachers and school managers started in 1983, in-service training of teachers was conducted mostly on the division, district or school levels for at least one day to one week at the most. These workshops and seminars were organized by division subject supervisors, subject to approval of the division superintendent, to upgrade the competencies of teachers in teaching a given subject. Oftentimes, these are echo seminars conducted by subject supervisors who have attended national seminars organized and conducted by the central office of the Ministry.

The Educational Reorientation Programme (ERP) is one of the important components of the sectional programme addressed to improving the entire elementary education system, which is called Programme for Decentralized Educational Development (PRODED) carried out in 1982-1985. With the gradual implementation of the 1982 new curriculum, all the teachers for each grade already implemented (Grades I and II) will have already been trained by March 1985. This massive teacher in-service training programme will continue until when the 1982 curriculum will be fully implemented in 1988. A large portion of the time for such training will take place in the school's Learning Action Cell (LAC) which is the group of teachers in a grade. The average membership of the LAC is 10 teachers. Priority is given to training or reorientation in the fields of interest of the members which are identified through needs assessment. This educational reorientation programme will eventually be institutionalized as a regular feature of the school system.

4. Research

Considerable research has been carried out in all learning areas as well as management concerns in the last decade by the different agencies of the Ministry as well as in training institutions. Some of the more recent researches are being carried out in the PRODED programme. In 1982 for example, some of the topics studied were:

(1) Teacher and Teacher Education: Assessment of Teacher Education Institutions; Trends in Teacher Demand and Supply;

(2) Pre-school Education: Its Status and Influence in the Psycho-social Development of Filipino Children;

(3) Effectiveness of Self-Contained Classroom Organization;

(4) Homeroom Activities: An Evaluation Study on the Present Influence in Value Education; Socialization and Character Formation;

(5) Children's Conceptualization of Mental Retardation; Forward to Basics; Cognitive Status of Eleven Year Old Pupils;

(6) Towards the Identification of Variables that Enhance Learning Among Elementary School Pupils.

5. Issues in Elementary Education

(1) Policy Problems: Financial and administrative problems tend to contribute to an uneven development of elementary education. Emphasis is given to enrolment expansion (primarily by expanding the teaching force). More than 90% of the budget goes to salaries. The Central Government carries the main responsibility for financing elementary education. Development and recurrent appropriations are allotted in equal portions to the regions on the basis of standard appropriations per pupil enrolled.

(2) Teacher Utilization: Unequal teacher utilization results in an average of 1:30 teacher-pupil ratio, which is below the required 1:40. Instead of hiring more teachers yearly, especially for the higher grades, the amount for financing non-salary expenditures may be increased if less teachers will be hired until the 1:40 ratio is reached.

(3) Pupil Admission and Progression: More liberal admission policies and revised procedures for pupil evaluation and progression (not only after year-end examination) should be adopted to raise achievement and survival rates.

(4) Management Problems: In spite of the so-called decentralization plan, control over policy, budget, curriculum and the mass development and production of textbooks still lodge with the National Office (Ministry). Regional functions are almost implementation roles. This is contrary to decentralization efforts. Measures to decentralize more and more functions to the regional offices have lately been accelerated. Furthermore the Bureau of Elementary Education, being a staff bureau, needs a clear mandate for coordinating sector management and development. Otherwise, there is little coordination in the activities of the national and the regional offices and among the regions themselves.

(5) Planning Service and Regional Planning Staff: Regional offices are inadequately organized and staffed to provide

feelings about their professional competence and personal independence. Integration has become established through sections in official handbooks and guides, professional reading by teachers, in-service courses, and further education at universities and visits to other countries.

(2) There was no official policy decision to introduce an integrated approach. Official syllabuses are provided only in the traditional subjects, but with 94% of the teachers surveyed using an integrated approach, it is clear that there has been support for the development of the approach at all levels of the school.

(3) Because of the independent and personal way integrated programmes are prepared by individual teachers, no single description or single methodology can be given.

1.2 Rationale

As implied in (2) above, no clear reasons can be given for the development of an integrated approach. It seems reasonable to suggest that it came about through the level of professional competence of New Zealand teachers and their ability to judge the worth of educational ideas and adapt them to their own practice. Of greatest significance is that teachers aim to teach the "whole child", and use a child-centred approach. There is no doubt integration helps avoid the overlapping of content. An important aim is to help children to learn how to learn.

1.3 Present Status

As noted in preceding sections, integration has become established as a permanent feature of the education system.

If the definition of "full" integration means all subjects are integrated all of the time by all teachers, then this is not the case in New Zealand. Of the teachers surveyed 94% said they used an integrated approach in their classrooms. The extent of the use of the integrated approach reported was:

All subjects all the time	- Nil
All subjects some of the time	- 14%
Some subjects all the time	- 33%
Some subjects some of the time	- 53%

On this basis there is partial usage of an integrated approach.

Teachers at all levels of the primary school reported they used an integrated approach with at least some subjects some of the time. Language (English), Social Studies and Science are the subjects most likely to be integrated.

No integrated activities are included in syllabuses. Texts are supplied by the Department of Education only in reading and mathematics. No integrated activities are included in the mathematics texts. School journals, supplied as part of the reading programme have, as a regular feature, non fiction material which is used as reference in other subjects, especially science and social studies topics.

Classroom activities will be related to a theme or topic usually chosen by the teacher. A typical example is a unit of work from one junior class on the topic "Parent Occupations". The children listed the work their parents did and the teacher arranged for the class to visit some of the parents at their work-place; e.g. farmer, chemist, dry cleaner, baker. Other parents visited the school (e.g. firefighter and nurse). Based on these visits and visitors, the teacher guided the children in preparing group activities which involved reading and writing, listening and speaking, (language work); measurement, sorting, counting, weighing (mathematics); cleanliness and hygiene (health); seasons, weather, birth of lambs (science). Music was also involved by children making their own music to suit the theme, and through singing appropriate songs. Drama was involved in role play.

2. Inputs

2.1 Course Content

Since no subjects are integrated by policy requirements or by textbooks supplied, the teachers in the sample were asked to rate the extent to which the subjects of the primary school curriculum were integrated in their classroom programmes. The rating was on a four point scale as shown in Table 3.

Table: 3 The Extent to which Subjects are Integrated (in order of degree of integration)

Subject	Great Extent	Some Extent	Limited Extent	Not at all	Total
*Language	78	18	4	-	100
Art	53	45	2	-	100
Reading	43	49	6	2	100
Social Studies	39	59	2	-	100
Science	23	49	22	6	100
Health	14	49	33	4	100
Music	10	33	38	19	100
Mathematics	4	23	46	27	100
Physical Education	4	9	57	30	100

Note: * The term "Language" means the development and application of the skills of listening, speaking

(1) To ensure the well-rounded development of the child's personality in all the aspects of growth - physical, intellectual, social and emotional;

(2) To ensure continuity and interrelatedness of the components of the curriculum;

(3) To achieve unity in the organization of content in the face of explosion of knowledge at the present world;

(4) To infuse the curriculum with the values, the skills, and the knowledge that the people must develop to be able to cope with the problems of a developing society;

(5) To reduce the number of learning areas in the curriculum thus avoiding too much compartmentalization of knowledge.

The integrated curriculum is addressed to the realization of the following educational aims/objectives:

(1) Provide for a broad general education that will assist each individual in the peculiar ecology of his own society to:

(a) attain his potential as human being;

(b) enhance the range and quality of individual and group participation in the basic functions of society;

(c) acquire the essential educational foundation for his development into a productive and versatile citizen (National Educational Aims - PD 6A, 1972);

(2) Develop the spiritual, moral, mental and physical capabilities of the child, provide him with experiences in the democratic way of life, and inculcate ideas and attitudes necessary for enlightened, patriotic, upright and useful citizenship (Objectives of Elementary Education);

(3) Develop basic literacy, numeracy, thinking and work skills to enhance learning capabilities and values that will enable the school children to become productive, self reliant, versatile, civic-minded, physically fit and consequently totally developed citizens (NESC MECS Order No. 6,s. 1982).

1.3 Present Status

Integration was introduced in most Philippines schools in the 1950's with the Philippine Normal College pioneering in it

and conducting seminars, workshops and other study groups to spread the ideas. It adopted the term "Integrative Activity Programme" which included not only the work activities and experiences in an on-going socializing unit about a common problem, a center of interest, or both, but also the development of skills, habits and abilities needed and correlated to the unit and skills which are developed sequentially to suit the developmental maturity of the children.

Since then, integration has been established as a regular programme in the schools with the curriculum undergoing several revisions to meet certain pedagogical, psychological and sociological needs.

Integration as adopted in the Philippines can be considered still partial since subject area boundaries have not been totally abolished. Subject area boundaries, e.g. Social Studies, Communication Arts, Health and Science, are still a feature of the curriculum with integration achieved within the subject area.

Integration has been introduced as early a Grade I in the elementary grades. The curriculum for pre-school which is optional in public schools, is also integrated.

Kinds of integrated activities are included in:

(1) Syllabuses:

The Elementary Learning Continuum (ELC) and the Minimum Learning Competencies (MLC) are both listings of objectives, but the former is broader and more encompassing than the latter. These syllabuses list expected learning outcomes in different subject areas from Grades I-VI, arranged hierarchically from the easiest to the most difficult and from the simplest to the most complex. These outcomes are stated in terms of cognitive, affective and psychomotor behaviours that the child is expected to acquire to enable him to participate in the improvement and enjoyment of quality of life.

A key feature of the ELC as well as the MLC is the inclusion of key behaviour indicators (KBIs) which are value-oriented and are expressed in terms of desirable behaviours and attitudes an individual should internalize as he learns the basic numeracy, literacy and citizenship skills. Thus, values development is given stress and considered as an integral part of the learning in every subject area.

In Communication Arts (English and Pilipino) for the four broad areas or groups of communication skills such as listening, speaking, reading and writing the learning outcomes for each group are listed separately. Instructions are given such that daily lessons should cover different aspects of communication that may naturally combine or can

be integrated in a single lesson.

(2) Textbooks/Other Instructional Materials:

Textbooks are usually organized into units, each unit is developed around themes or topics. The units are by themselves integrated in terms of content, skills and values.

Most textbooks have an accompanying teachers' manual. These manuals contain suggestions on the use of teaching procedures which relate varieties of subject matter to broad units of study. Problem situations are also suggested to provide children with learning activities and opportunities to promote integration.

(3) Classroom Teaching/Learning Activities:

Since life itself is integrated, much of the integrative activities in the curriculum happens in the daily classroom teaching-learning situations. Some of these integrative activities are:

(a) Applying learnings in different subject areas to situations in daily life using problems/needs as core for developing critical thinking skills;

(b) Using problems/needs as vehicle for developing and analyzing values.

2. Inputs

2.1 Course Content

Names of subjects which have been integrated are:

(1) Pilipino/English

Sibika at Kulture - Grades I & II

(2) Communication Arts

Health & Science)
Social Studies) Grades III - VI

(3) Health and Physical Education - Grades IV - VI

Details of integration are as follows:

Communication Arts (Pilipino/English)

Integration in this subject area is based on learning units. A learning unit is usually made of skills in the four elements of listening, speaking, reading and writing. As a learning unit

develops, skills in the four elements are integrated to form meaningful lessons. At most the survey done in connection with this study showed that teachers can integrate only two elements within a day's lesson, e.g., listening and speaking, speaking and reading, reading and listening, and speaking and writing. However, there are also those who could integrate skills from the four elements in a single lesson.

Communication Arts (Pilipino and English) consists of Language, Spelling, Reading, Phonetics, Speaking and Writing. In both Pilipino and English, majority of Grades I and II teachers can easily integrate only two of the above-mentioned elements within a day's lesson. Some 33% can integrate all elements within a day's lesson; and about 27% can integrate all elements within 2-3 days' lesson. About 8% can integrate all elements in a week's lesson. Of the teachers who can integrate the four elements about 78% use language as the core and about 69% use reading lessons as their core.

Sibika at Kulture (Civics and Culture)

This is a subject area which highlights man's relationship to his environment. In an effort to lessen the number of subjects in Grades I and II, but not depriving the children of the enriching creative experiences derived from the study of Music, Art and Physical Education, these learning areas are integrated with Sibika at Kultura. As shown by the results of the survey made, it is only Music that teachers can easily integrate within a day's lesson. The survey also showed that Art, Physical Education and a combination of any two of the three, Art, Music and Physical Education could be integrated by teachers at most within a 2 to 3 days' lesson.

Health and Science

In Health and Science, health concepts and values are integrated in the different learning activities in Science. The survey shows that 73% of teachers develop health concepts and values among pupils using the science process approach. In every learning activity in science, health attitudes are among the key behaviours developed by 66% of the teachers. About 54% of the teachers used health and science related topics, e.g., Nutrition, Pollution and Conservation as their core. Some 51% of them teach health concepts separately from science; i.e. they teach pure science and health lessons alternately.

Health and Physical Education

About 43% of the teachers integrate Health and Physical Education topics, i.e., personal health with physical fitness within a day's lesson and while 29% of them can integrate personal safety with physical activities also in a day's lesson.

Social Studies

Integration of content (issues and problems) and skills are predominant in the Social Studies units. Content of the different units are developed using the interdisciplinary approach where content from the different social science disciplines, e.g., History, Geography, Social Science, Anthropology, Sociology are used. Content imperatives from the different government thrusts, i.e., population education, land reform, thrift campaign, consumer education are also integrated. Likewise, skills development (cognitive, affective and psychomotor) is made an integral part of all lessons. According to 30% of the teachers surveyed, they can integrate all three domains of skills in 2 to 3 days lesson. Other combinations can be done by 24 to 35% of the teachers in a day's lesson.

2.2 Instructional Materials

Certain features of instructional materials help teachers teach the integrated curriculum. Features which the teachers found useful are:

(1) Instructions on how to integrate learning given in the teacher's guides;

(2) Activities sequence logically;

(3) Content topics in textbooks organized by themes or units.

2.3 Teacher Preparation

Most teachers surveyed believed that there has been an increase in the teachers work load as a result of the introduction of the integrated curriculum. These teachers indicated that more time is needed to prepare instructional materials/aids and that a variety of check-up and evaluative exercises need to be prepared. About 30% of the teachers (mostly Grades I and II teachers) thought the work load was lessened.

The reasons cited for the decrease in work load were: (1) since there are fewer learning areas in the integrated curriculum, less time is needed for actual teaching, and (2) that they have to prepare lesson plans in fewer subject areas.

Teacher training programmes are organized to help teachers understand their roles in the integrated curriculum. Most Grades I and II teachers have attended sessions in the Learning Action Cells (LAC). Teachers take up prototype lessons which have proved useful in integrative teaching. The respondents found the LAC to be useful. Study group sessions were also found to be useful. Seminars in particular subject areas were found useful too.

Programmes found very much useful by teachers in helping them teach an integrated curriculum are:

(1) LAC Sessions - 69%
(2) Study Group Sessions - 54%
(3) Seminar workshops in particular subject area - 46%
(4) Professional meetings - 46%
(5) Scholarship/Fellowship - 40%

Support materials available to more than 50% of the teacher respondents are charts, posters, pictures, supplementary books, flash cards and work books.

Others are pamphlets/brochures, radios/cassettes, multi-level materials, science kits and laboratory equipment.

Professional guidance available for teachers are:

(1) Attendance in professional meetings;
(2) Demonstration teaching;
(3) Subscription to professional magazines;
(4) Discussion of MECS memos/bulletins;
(5) Supervisory visits with individual conference;
(6) Interclass visitation;
(7) Memberships in educational associations.

2.4 Basic Requirements

The teachers included in the survey thought that the implementation of the teaching of integrated courses did not seem to necessitate the provision of additional physical facilities nor the modifications of existing ones. Teachers recognized the fact that they were probably given more blackboards and some worktables to manage their classroom activities more effectively and efficiently.

3. Process

3.1 Teaching/Learning Strategies

Changes in teaching methodology as a result of the introduction of the integrated course are:

(1) Since values are to be integrated in all subject areas, there has been an emphasis on methodologies on developing/clarifying values such as value clarification, value analysis, interpersonal problem solving, and exploring feelings;

(2) Varied strategies to develop cognitive skills such as the inductive/deductive methods, process approach, problem solving methods were introduced;

(3) Techniques for developing group process skills such as buzz sessions, panel discussions, symposium, brainstorming, colloquium, circular responses and forum were explored.

The prevailing mode of instruction in the classroom is still teaching the class as a whole group most of the time. This was done by 9% of the teachers polled. However grouping children according to needs/abilities were done sometimes by 52%. Tutoring and peer-teaching are also done sometimes.

3.2 Mode of Implementation

It is not always that the implementation of the integrated course is confined to the classrooms. There are occasions when the children are brought outside the classroom, e.g., when they go on field trips (67%), when they participate in exhibits (39%), when they go on camping trips in relation to scouting which is integrated with Physical Education, and when they attend athletic meetings. They go out also of the classrooms when working on investigatory projects in science or social studies or when doing science club activities.

For the elementary pupils, most field trips and out of classroom activities are done in their own communities or within the vicinity of the schools. These are usually under the supervision of the classroom teachers, the scout leaders, the coaches and the club advisers. In many of the activities, the community leaders and the parents participate (53%).

Usually if children go out of their classroom and have to go on field trips away from the community which will necessitate commuting or when they go on overnight camping, parents' permission is required.

There are no special classrooms for integrated courses, hence there are no specific equipment and facilities needed.

4. Product

4.1 Studies

The integrative unit procedure was introduced as a classroom procedure in the Philippines in the 1950's. The three studies, all done in 1960's, were found to deal not on the evaluation of the integrated approach to syllabus organization but more on the implementation and evaluation of the programme by the teachers.

(1) Major findings of studies on Integration:

(a) Teachers in the integrative programme have more complicated task than the traditional teachers.

They are expected to have a broader background on methods of teaching, how children learn, and to be active curriculum planners.

(b) Teachers in the integrative programme have different roles from the ones they played as traditional teachers. They have to help pupils plan their work cooperatively for group and individual work; provide for all round maximal development of the child; have to consider development of skills, habits, attitudes, appreciations and understandings of children in planning; make long range plans and daily plans considering pupils' needs.

(c) The integrative activity programme centers children's experiences around real problem solving situations. It sets worth while and meaningful purposes in the realities of the problems and children plan solutions for them.

(d) The integrative programme attempts to unify and organize learning for children. The programme provides unity and organization of learning by directing all activities toward the solution of problems on hand. Because of unity of purpose, children can easily coordinate their efforts toward the achievement of the common goal.

(e) The programme implies pupil activity rather than an outline of subject matter or of topics to be covered. Great opportunity for the use of pupil initiative and self direction are offered. The pupil actually engages in learning situations and evaluates his achievement.

(f) The children are encouraged to see the functional relation of one subject area to another.

(g) It develops the children in many ways: it molds their character; they participate in classroom activities because they are eager to do so, not because of pressure, they do this not for their own aggrandizement.

(h) Teachers need to have intensive in-service training programmes in order to implement the democratic integrative unit activities in the classroom.

(i) Administrators and supervisors need to have a better understanding of the integrative teaching procedure and use these understandings as lines of action in their guidance of teachers.

Implementation of the integrated approach could be considered satisfactory. Steps taken to ensure the success of the programme were:

(1) Training and re-training of teachers who were implementing the approach and the administrators/supervisors who oversee the implementation through in-service training programmes - both regional and local.

(2) Developing instructional materials that help teachers and pupil facilitate integration of contents, skills, and values in the different integrated subjects areas.

(3) Providing both teachers and pupils with textbooks and other instructional materials needed to implement the integrating curriculum.

Suggested steps to be undertaken to further consolidate/ overcome the problems of the adoption of the integrated approach are:

(1) Institutionalizing in-service training through LAC Sessions;

(2) Encouraging development of indigenous instructional materials on the regional and division levels;

(3) Articulating basic learnings in school with non-formal education activities.

5. Future Prospect

5.1 Prospect for the Future of the Programme

The likely course of action is to continue the programme with the following modifications:

(1) Course Content

Changes in content would likely reflect changes in government thrusts as well as needs of the children.

(2) Instructional Materials

Upgrading of instructional materials, to reflect ongoing concerns and needs of pupils.

(3) Teacher Preparation

Continuous upgrading of teacher competencies by utilizing the services of Master Teachers whereby new teachers work as understudy to them.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

1.1 Terms Used

Character Education: Education designed to develop worthy habits, attitudes and beliefs in regard to moral and ethical matters. It is also defined as the training and guidance of the individual child so that he will thrive to achieve true and worthy ideas and develop self-control through a disciplined will and so that he will establish suitable habits and develop proper emotions and right attitudes in order to achieve moral integrity.

Religion: An optional religious instruction in the public schools as provided for in Sec. 5, Article XIV of the Constitution. In sectarian private schools, however, compulsory instruction in religion is maintained.

Moral Education: Education designed to develop excellence in what pertains to practice or conduct; springing from, or pertaining to man's natural sense or reasoned judgement of what is right or proper; dealing with or concerned with establishing and disseminating principles of right and wrong in conduct or behavior.

Values Education: Education designed to develop acceptable, worthy, desirable and important actions.

Character Building Activities: Activities which contribute to character formation and wholesome personality development. It involves homeroom activities that will lead to the development of health habits, moral and spiritual values, love of country and concern for one's fellowmen.

1.2 General Objectives of the Programme

(1) Building of moral character;
(2) Love of self, neighbour/fellowmen, country and God;
(3) Formation of good habits;
(4) Development of understanding of moral and ethical values;
(5) Inculcation of moral values;
(6) Ability to make moral judgement;
(7) Educating the emotion and feelings.

1.3 Integration of the Area

The area on moral/religious/values education is taught as a subject by itself known as Character Education as stipulated in Department Order No. 10, s. 1970. The Revised Elementary Education Programme, 1970 and Character Building Activities in the New

Elementary School Curriculum, 1982. This learning area is reinforced in other subject areas.

1.4 Levels

Since it is taught as a separate subject, Character Education starts at Grade I level, however, it is being reinforced in other learning areas in all grade levels.

1.5 Compulsory Provision

The study of Character Education in public schools is compulsory. Religious instruction, however, is optional as provided for in Sec. 5, Article XIV of the Constitution which states "Optional religious instruction shall be maintained in the public schools as now authorized by law." In sectarian private schools, however, compulsory instruction in religion is maintained.

1.6 Time Allocation

For classes implementing the Revised Elementary Education 1970, the time allocation for it is 20 minutes, 5 days a week, while for classes implementing the New Elementary School Curriculum, its time allocation is 20 to 30 minutes, 5 days a week.

1.7 Provision for Minority Groups

Religion is a subject in the curriculum of Madaris which are private schools run by Islamic groups.

2. Instructional Process

2.1 Availability of Separate Syllabus/Statement of Content

So far, there has been no up-dated separate syllabus/statement of content on the subject, hence, some respondents resorted to the use of the old Course of Study in Character Education and Good Manners and Right Conduct (GMRC) (Dept. Order No. 16, s. 1958 and B.P.S. Bulletin No. 10, s. 1959). However, there are commercially published curriculum materials which the teachers may use.

2.2 Instructional Materials

Instructional materials available to teacher respondents are teacher's hand books/guides, pictures and posters, and textbooks.

2.3 Development of Materials

(1) Bureau of Elementary Education;
(2) Teachers;
(3) Government Agencies (e.g. National Media Production Center, etc.);
(4) Commercial Firms (e.g. publishing house);
(5) Local Education Curriculum Committees; and
(6) Professional/Civic Organization.

2.4 Availability of Materials to Pupils

These materials are either borrowed or purchased by the pupils.

2.5 Teachers of Moral/Religious Education

The teaching of moral/religious/values education is contained in one subject area which is now known as the Character Building Activities under the New Elementary School Curriculum. This learning area is normally taught by class advisers. However, this is strengthened further by other teachers because it is also integrated in all other subjects. However, in some instances, volunteers like local church teachers, guidance counsellors and invited resource persons teach this learning area outside the usual time allotment for Character Building Activities.

2.6 Training Programme for Teachers

There are special training programmes for teachers focussing on strategies/methodologies. Training programmes are available for teachers in the district, division, regional and national levels.

Of the total number of respondents, 69% undergo their in-service training in the district level, 45% in the division level, 20% in the regional level and 16% in the national level. A respondent may have undergone this training in either or all of these levels.

In all the 4 levels, less than 10% of the respondents undergo the pre-service and church/religious organization sponsored training.

2.7 Methods and Techniques Adopted

Methods and techniques used by the respondents are giving assignments, question and answer, story telling about posters/pictures and setting up standards or rules.

2.8 Co-curricular Activities

Of the identified co-curricular activities, Scouting was indicated as the one that reinforces Character Building Activities.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Pupils are evaluated through teacher's observation, written/oral tests and pupils' records.

3.2 Communication of Results

Through pupil's report card and through guidance and counselling services.

3.3 System of Rewards and Motivation

On the class level, oral praise before others and communication to parents are the most utilized system of reward/motivation, while recognition as model pupils, written testimonials and monetary reward are the most utilized on school level. On the district level, scholarship grant is the most useful.

3.4 Programme Evaluation

Yes, the programmes have been evaluated.

3.5 Implementation of Evaluation

Several research studies conducted on district, division and national levels in the different parts of the country by a number of educators showed that the programme has been evaluated in terms of (1) Aims and Objectives; (2) Instructional Materials; (3) Teaching Strategies; and (4) Evaluative Procedures.

4. Problems and Issues

4.1 Problems and Issues

Results, conclusions and recommendations of researchers who conducted studies on the evaluation of the programme indicate the problems and issues regarding the development of the programme.

Inadequacy and/or non-availability of instructional materials is identified as the most pressing problem by 69% of

the respondents while inadequate teacher preparation as the least of the problems (with only 8% of the respondents indicating it as such).

Narrative reports of respondents showed that they find difficulty in the objective appraisal of pupils in the said subject due to lack of evaluation tools.

QUESTIONNAIRE D: WORK-ORIENTED CURRICULUM

1. Content

1.1 Definition

Work-oriented education in the Philippines means a life-oriented curriculum that equips pupils with manual skills, desirable work habits and attitudes and other functional skills.

1.2 Other Terms Used for this Curriculum Area

Elementary Agriculture: It is a phase of the practical arts programme offered as a curriculum subject area in the elementary grades, the primary purpose of which is to familiarize the pupils with the tools, processes and products of agriculture. It aims to develop fundamental skills, attitudes and habits of work through wise utilization of community resources.

Work Education: It is the subject area which includes such phases of work as fundamental agriculture, homemaking and family living, fundamental arts and crafts or industrial arts and retail merchandizing, and other activities designed to develop knowledge, attitudes, proper work habits and skills, and wise utilization of resources.

Home Economics: it is a field of education based on an understanding of the physical, psychological, sociological and economic needs of the family. It utilizes also findings of the natural social sciences and of the arts which are based on the problems of home and family living.

Industrial Arts: It is a division or phase of the practical arts programme which is concerned with the study of the changes made by man in the form of materials in order to increase their values and of solving the problems of life related to these changes. It familiarizes the pupils with tools, products, processes and occupations of industry as well as the social and economic phenomena of the technological world in which they live and work.

Fundamental Handicrafts: It is the phase of work education which is offered in Grades III and IV. It provides the child

with creative impulses to activity. Handwork activities promote the practical side of learning and develop the raised interest and abilities of individual pupils.

Fishery Arts: It is an area which provides foundational skills in the modern techniques of fish capture, fish culture and fish preservation. Schools offering this course are usually located in swampy places which abound with wide tracts of marshy land for fishpond purposes. It is expected to generate sufficient manpower to meet the needs of the expanding fishing industry.

Retail Trade: It is that phase of work-oriented education which deals with selling goods in small amounts including computations of sales and purchases in a retail store.

Arts and Craft: It is that phase of work education which deals with basic simple designs of object that can be constructed by young children.

1.3 Reasons for the Programme

There are a number of reasons for including work-oriented programmes in the curriculum. Some of these are to:

(1) acquire fundamental knowledge attitudes, habits and skills in different learning areas and apply them to appropriate life situations;

(2) meet demands of national economic development which underscore the necessity of work experiences as a part of the general fundamental education of the young;

(3) develop wholesome work habits, desired changes in attitudes and values toward work efficiency and greater productivity;

(4) apply systematic knowledge and skills in home management, intelligent use of resources, and use acquired skills in at least one particular gainful occupation; and

(5) show interest in different occupations.

1.4 Objectives

A main objective of work education in the elementary curriculum is to give the child an opportunity to express his ideas through the medium of fundamental arts and crafts based on his life experiences and community activities. A second objective is to acquire skills in the use of common tools in utilizing a variety of construction materials available in the locality.

Other objectives are: (1) to produce graduates who are an enlightened citizens useful to their families and their communities; (2) to acquire good attitudes towards work tempered with intellectual and moral values; (3) to acquire basic occupational skills, knowledge and information essential for obtaining gainful employment; and (4) to inculcate in the pupils the ability to evaluate work from the aesthetic and fundamental point of view.

1.5 Curriculum Area

This curriculum area is taught as a subject by itself starting Grade III and continued up to Grade VI as prescribed in the Revised Elementary Education Programme, 1970. However, as per Department Order No. 16, s. 1972, Work Education is integrated in the different learning areas in all grade levels.

1.6 Levels

Work education is started as early as Grade III and with Fundamental Handicraft started in Grade IV. Home Economics and Elementary Agriculture are introduced in Grade V and reinforced in Grade VI. Industrial Arts is introduced in Grade VI.

1.7 Compulsory

Work-oriented education in the Philippines is a part of the curriculum, thus it is compulsory. (See tables on pp. 382-83.)

1.8 Time Allocation

In the 1970 curriculum, Work Education is allotted forty minutes daily in Grade III, while Fundamental Handicrafts is allotted sixty minutes in Grade IV. Home Economics and Elementary Agriculture are taught daily for sixty minutes in Grade V while Home Economics, Industrial Arts are taught for eighty minutes in Grade VI. In the 1982 curriculum, this learning area is called Home Economics and Livelihood Education and is taught for 40 minutes daily in Grade IV; 60 minutes daily in Grades V and VI.

1.9 Main Emphasis of the Programme

(1) Development of the cognitive, affective and psychomotor aspects of the child's learning;

(2) Development of work skills and desirable attitudes towards work;

(3) Equal emphasis on desirable work habits and skills and appropriate cognitive and affective learning; and

(4) Interplay of intellectual-manipulative activities.

2. Instructional Process

2.1 Content

There is a separate syllabus for each learning area in the work-oriented curriculum in the Philippines.

2.2 Instructional Materials

Basic textbooks, supplementary textbooks, general references as well as teachers guides and manuals were prepared for this subject area.

2.3 Development of Materials

The Bureau of Elementary Education develops the continuum of minimum learning competencies, on the basis of which teacher and pupil materials are developed by the Curriculum Development Center for Work Education. Similarly, the Regional Division and District Curriculum Committees develop materials that are suited to local needs.

2.4 Availability of Materials

The materials developed at the national level are given free while those prepared locally are cooperatively financed by teacher, school administrators and interested laymen.

2.5 Provision of Materials

The Ministry of Education, Culture and Sports through its Textbook Board Secretariat provides the materials used by the pupils and corresponding teachers guides. The Regional Division, District and School offices also provide materials but only occasionally.

2.6 Local Resources

Teachers are encouraged to develop lessons on skills utilized in making products from local resources.

2.7 Special Facilities

Special rooms/areas of land are provided for the different areas under work education. Most of the rooms/areas of land are

provided by the national government. However, provincial and local governments also provide a few. Some are donated by private entities.

Most of the equipments used by pupils are purchased with local school funds and a good number are provided by the MECS. Others are donated by parents/clubs/companies, purchased by the school board or given by the regional office.

2.8 Teachers and Teacher Training

Most of the work-oriented courses are taught by classroom teachers with specialization either in Home Economics, Agriculture or Industrial Arts. Seldom are resource persons and part-time teachers utilized in teaching the work-oriented courses.

Special training are provided to teachers to enable them to teach work-oriented courses through pre-service, in-service and on-the-job trainings.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Many teachers evaluate the pupils' knowledge in work-oriented courses through paper and pencil tests. However, a great number use performance tests, observations, oral tests and checklists as the need arises.

3.2 Communication and Utilization of Evaluation Results

Results of evaluation are usually communicated and utilized by recording them in the pupils' report card. A number of project outputs are either displayed for exhibits, indicated in the pupils' work plan or used in teacher-pupil conferences.

3.3 Programme Evaluation

There had been no formal evaluation of the programme. However, a number of studies have been made by private individuals who are engaged in masteral or doctoral studies.

4. Problems and Issues

4.1 Problems and Issues

There has been no constraint in the development of a work-oriented programme in the Philippines, since the goals of education has been always geared to national development goals. The

activities of PRODED are even geared to correct regional disparities in physical facilities, equipments and human resources. But the NIER's survey questionnaire on work-oriented programme shows that teachers still complain of insufficiency of supplies of materials, lack of equipment and tools, and lack of in-service training to implement the project.

The 1982 Elementary School Curriculum introduces Home Economics and Livelihood Education in Grade IV, the subject to develop worthy work attitudes and skills. Its outcome remains to be seen since its implementation will start in 1986.

The insufficiency of supplies of materials tops the list of problems and issues in the implementation of the programme. Other problems and issues that top the survey are the inadequacy of tools and equipments and the lack of in-service training for teachers to implement the project. It may also be noteworthy to mention several factors, like lack of teachers' technical know-how pertinent to the implementation of the programme, the insufficiency of dissemination on the whole programme before its implementation, negative attitude of teachers towards work, and indifference to the objectives of the work-oriented curriculum play a negative role in the implementation of the programme.

A number of problems have hampered the evaluation of work-oriented curriculum in the country. Among these are (1) lack of competence on the part of teachers to evaluate the programme at the classroom level, particularly the development of evaluation instruments for assessment of work attitudes and skills; (2) limited funds for developing appropriate evaluation instruments at different levels; and (3) lack of a scheme for evaluating instruction, supervision and implementation of the programme.

There is a marked difficulty of teachers in identifying what specific objectives fall under the broad criteria in the marking system. They also say that the marking system is too time-consuming while others point to the difficulty of the marking system.

4.2 Prospect for the Future of the Programme

The programme is to continue with some modifications in course content and in the allocation of time for each area. There will be no major revisions until significant major findings warrant these.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition

Curriculum load means the number of learning areas in the curriculum, the competencies/skills and the specified content to be developed for each learning area in the different grade levels as contained in the Minimum Learning Competencies (MLCs) and the Elementary Learning Continuum (ELC's), and the number of minutes a day/week alloted for each learning area.

1.2 Concerns of Teachers/Parents/Pupils

The matter of curriculum load has been an important concern of teachers, parents, and pupils. In fact, it was one of the reasons that could be cited why the MECS initiated in 1983 the New Elementary School Curriculum (NESC). The NESC has fewer learning areas with emphasis on mastery learning. To insure that mastery learning shall be achieved in the classrooms, Minimum Learning Competencies (MLC's) were prepared for each learning area for the different grade levels. The MLC's are listings of the minimum basic competencies expected to be mastered by all children with a 75% level of proficiency. Integration of some learning areas, e.g., Music, Art and Physical Education with Civics and Culture was also done to lighten the curriculum load.

The NESC was initiated as a result of the findings of the Survey of the Outcome of Elementary Education (SOUTELE) that the curriculum was congested. Such congestion was compounded by the overloading of the system with many innovative programmes and other government thrusts. This finding was bolstered by the results of the Experimental Elementary Education Programme (EEEP), an experiment on the decongested curriculum which found among others that learning of the 3R's is more effective when the curriculum is decongested.

1.3 General Assessment

Generally, the total curriculum load for the elementary may be rated as 'About Right' considering the fact that Grades I and II children study only four learning areas plus Character Building Activities (CBA) for a total of 220-230 minutes daily, Grade III children study six learning areas plus CBA for a total of 300 minutes daily while Grades IV, V, and VI children study only seven learning areas plus CBA for a total of 340 minutes daily for Grade IV and 360 minutes for Grades V and VI.

In most cases, there is only one textbook prescribed for each learning area. Such textbooks contain the minimum basic learnings prescribed for the learning area in the grade level with suggestions and/or additional materials for enrichment in the teachers' manual to accompany the textbooks.

1.4 Assessments of Different Aspects of the Curriculum

Grades I and II teachers assessed the new curriculum (1982) while Grades III - VI teachers assessed the old curriculum (1970) at the time this study was made.

(1) Scope of Objectives: All the subject areas from Grade I to Grade VI were rated 'About Right' on this dimension except Social Studies VI which was rated 'Wide', and Music and Arts seems ambivalent for it was rated 'Wide' by 50% of them and 'About Right' by another 50%.

(2) Difficulty of Course Content: All subject areas were rated 'About Right' except Music and Arts V and VI which were rated 'Difficult'.

(3) Language Used in Textbooks: All subject areas were rated 'About Right' except Science and Health and Physical Education IV which was rated 'Easy', and Music and Arts IV which was rated 'Difficult'.

(4) Length of Course Content: All subject areas were rated 'About Right' except Music and Arts IV, and Home Economics VI, which were rated 'Lengthy'. The Grade VI respondents could not seem to agree about Social Studies for it was rated equally as 'Insufficient', 'About Right' and 'Lengthy'.

(5) Availability of Time: There is less agreement among the respondents on this aspect. While Grades I, II and III teachers found the time available for each learning are 'About Right', the Grade IV teachers felt that the time available for Social Studies and Music and Arts is 'Inadequate'. Grade V teachers felt that the time available for Mathematics is 'Inadequate' while Grade VI teachers found the time available for Mathematics and Science also 'Inadequate'. One third of the respondent found the time for Science and Health IV 'Inadequate' while another one third said it is 'About Right'. The same can be said about Home Economics VI. Teachers were divided about Social Studies VI for one third said 'About Right'. Overall, the curriculum can be judge 'About Right' in almost all dimensions.

1.5 Factors Contributing to the Problem of Curriculum Load

(1) Inadequate Teacher Orientation or Preparation: In the lower grades (I, II and III), this does not seem to be a problem, for teacher felt that it contributes only 'A Little' on the problem of curriculum load. However, Grades IV, V and VI teachers felt that it contributes 'Much' to the problem.

(2) Lack of Instructional Materials: Grades II and IV teachers felt this contributes 'Very Much' to the problem of curriculum load while Grade I teachers felt it contributes 'Much'. The other teachers (Grades III, V and VI) felt it contributes only 'A Little'.

(3) Preparation of Evaluation Materials: General II, teachers again said this contributes 'Very Much' to the problem of curriculum load, Grades I, IV and V teachers said it contributes 'Much' while Grades III and VI teachers said it contributes only 'A Little'.

(4) Teacher Involvement in Non-Teaching Activities: Grades I, II and VI teachers felt this contributes 'A Little' while Grades III, V and VI teachers felt this contributes 'Much' to the problem of curriculum load.

1.6 Nature and Amount of Homework

Teachers in the elementary grades seem to be giving following types of homework:

(1) Work on teacher-prepared questions and exercises (3-5 questions) was done by more than 70% of the respondents.

(2) Work on textbook/workbook exercises was done by about 40% of the respondents.

(3) Interviewing parents and community members was done by about 20% of the respondents.

(4) Preparing reports of observations and interviews was also done by about 20% of the respondents.

(5) Gathering materials for experiments was done by about 20% of the respondents.

(6) Doing simple community surveys which could be finished in a week time was done by about 18% of the respondents.

1.7 Effects on Enrollment/Achievement

Although no formal study was conducted, there seems to be a relation between the curriculum load and the difficulty of content on the rate of drop-outs from the elementary grades. Through the NESC with a decongested curriculum, it is expected that the drop-out rate will decrease.

The SOUTELE and EEEP studies previously mentioned show the advantages of a decongested curriculum on the achievement levels

of the pupils. The comparison of the achievement of the control and experimental classes showed that those who studied fewer learning areas got constantly higher scores in all subjects tested from Grade II to Grade VI.

1.8 Major Studies on Curriculum Load

(1) Title of the Study: Experimental Elementary Education Programme (EEEP 1980)

(2) Procedure Followed: The Experimental Elementary Education Programme (EEEP) was launched on an experimental basis for two years in June 1978 involving 1,500 classes in 125 school divisions in the 13 regions of the country. The try-out schools were sampled from among large complete elementary schools in a representative district in a division that have never been involved in any try-out project.

In every sample school, two groups were organized. One group consisted of one class per grade or six classes - Grade I - VI were exposed to the experimental programme wherein they were taught. Another group of six classes was used as the control group using the 1970 Elementary Education Programme which has nine subjects. Pupils were randomly selected and assigned to either experimental or control classes.

Two types of research instruments were used in the study: objective tests and questionnaires. The objective tests were used both as pre-test and post-test to measure objectives in terms of basic competencies in Communication Arts (Pilipino), Communication Arts (English) and Mathematics. The results of the pre-test and post-test of the second year of an experiment were collated, analyzed and interpreted.

(3) Major Findings: Findings showed that the experimental classes, i.e., those exposed to the EEEP scored higher in the achievement test than those classes taught in the 1970 Elementary Education Programme. The report also showed that the EEEP pupils achieved best in Communication Arts (Pilipino) and the least in Elementary Mathematics. Findings also showed that teachers under the EEEP favoured fewer subjects in the lower grades since the reduction of learning areas gives more opportunities for the pupils to master the 3R's.

1.9 Modification of Curriculum

The New Elementary School Curriculum (NESC) which is being gradually implemented beginning school year 1983 - 1984 is con-

sidered an answer to the feedback generated by the researches conducted. The specific changes in this new curriculum are as follows:

(1) Objectives - The NESC orients elementary education to national development requirements. It is addressed to civic, intellectual and character development. It expects the development of basic literacy, numeracy, thinking and work skills that will enhance the learning capabilities and values of the Filipinos to make them productive, self-reliant, versatile, civic minded, physically fit and consequently, totally developed citizens.

(2) Course Content - The NESC has fewer learning areas. It is a return-to-the-basics curriculum with emphasis on the development of the basic skills specifically the 3R's in the lower grades. Content is focussed on the development of a sense of humanism and Filipinism in all learning areas.

(3) Textbooks - New textbooks are being developed to reflect the Minimum Learning Competencies identified for each learning area in the different grade levels as well as the integration of the other learning areas.

(4) Instructional Techniques - A variety of methods of teaching are used in the NESC but with greater emphasis is on the goal-oriented instructional model leading to mastery learning.

(5) Evaluation Procedures - There is a greater emphasis being placed on evaluation procedures for cognitive, psychomotor and affective learnings. Congruence of objectives and evaluation measures is considered paramount in the NESC.

REPUBLIC OF KOREA

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

The Republic of Korea is located towards the far east of the Asian continent and its size is 99,022 square kilometres.

1.2 Main Geographical Features

Republic of Korea is a peninsula surrounded by the sea and 70% of the territory is mountain areas. The climate is characterized by the four seasons, of which spring is mild, summer is hot, autumn is a little cool, and winter is cold. The average temperature in winter is -3°C (in Seoul).

1.3 Population

The population of South Korea was about 40 million in 1984. The annual growth rate in 1984 was 1.6%. There are 3,795,000 children from ages 0 to 4; 4,421,000 children from 5 to 9; and 4,400,000 children from 10 to 14.

1.4 National Budget and Outlay on Education

The following table shows the percentage of the national budget allocated to the education sector and elementary education during 1976, 1980 and 1984.

Table 1: Percentage of the National Budget Allocated to Education and Elementary Education

Section	Year		
	1976	1980	1984
Education sector	15.8	18.9	20.7
Elementary education	10.7(68.0)	11.7(62.2)	13.1(63.0)

* The numbers in parentheses show the percentage of elementary education budget to educational budget.

1.5 Ethnic/Religious Composition

Koreans belong to the northeast Asian branch of the Mongoloid race. There are two main religious groups: Christians who total 7 million (18%), and Buddhists who number 7.5 million (19%).

2. The Educational System

2.1 Structure of the Educational System

Under the Constitution and the education law promulgated in 1949, a ladder pattern school system of 6-3-3-4 has been in force.

Article 81 of the education law based on fundamental principles provides for the establishment of the following types of school in order to enable all citizens to have an equal opportunity for education irrespective of religion, sex, social status or economic means; (a) elementary school, middle and high school, and university or college; b) teachers' college and college of education; c) junior vocational college, d) trade school and higher trade school; e) civic school and higher civic school; f) special school; g) kindergarten; and h) miscellaneous schools.

Curricula reform has occurred every ten years through the continuous cycle of development - try-out - implementation - evaluation. The present curriculum has been developed and implemented since 1982, and it is oriented especially to relevancy of curriculum which emphasizes the development of the whole person, moral autonomy, and national spirit, while the old curriculum was based on discipline of subject fields.

2.2 Objectives of Primary Education

Elementary schools are established as a compulsory system for the purpose of providing basic, elementary and general education necessary for the conduct of national life. Primary education aims at achieving the following objectives;

(1) to promote the correct understanding and proper use of the national language;

(2) to nurture morality, a sense of responsibility, a civic spirit and a spirit of team work through proper understanding of reciprocal relationships between individuals, society and state;

(3) to nurture the ability to make scientific observation and analysis of natural phenomena;

(4) to nurture the ability to understand and dispose of

quantitative relations necessary in life;

(5) to nurture a spirit of industry, perseverance and self-help by promoting a proper understanding of the requirements of daily life;

(6) to promote the understanding of fine arts to add zest to life; and

(7) to promote the proper understanding of sanitation and inculcate proper sanitary practices in order to ensure harmonious development of body and mind.

2.3 Educational Policy and Curriculum Development

The Ministry of Education decides the educational policy and is responsible for implementing and evaluating it in cooperation with research institutes. The Ministry of Education decides the basic guidelines of curriculum development, and the Korean Educational Development Institute is commissioned by the Ministry to take charge of curriculum research and development.

2.4 Years of Primary Education

The duration of primary education is 6 years and is compulsory.

2.5 Class Size and Pupil-Teacher Ratio

The average class size of elementary school is 47.2 students. The class sizes range from 30 to 65. The average ratio of pupil to teacher is 39.9:1.

2.6 Organization of School Day, Week and Year

The following are details of schooling:

(a) The total number of periods per week: 23 - 32 periods
(b) The duration of each period in minutes: 40 minutes
(c) The total duration of one school day: 3 - 5 hours (4 - 6 periods)
(d) The number and duration of vacation periods: 10 weeks
(e) The minimum required number of school days per year: 220 days
(f) The number of compulsory subjects: 9 subjects
(g) The number of optional subject: none

2.7 Time Allocation

The time allocated per week to each subject is shown in the following Table.

Table 2: Time Allocation to Each Subject by Week (in Terms of Periods) : (40 minutes per period)

Subject	Year					
	1	2	3	4	5	6
Moral education			2	2	2	2
Korean language	11	11	7	6	6	6
Social studies			3	3	4	4
Mathematics	6	4	4	4	5	5
Science		2	3	4	4	4
Physical education			3	3	3	3
Music	6	7	2	2	2	2
Fine arts			2	2	2	2
Industrial arts	-	-	-	2	2	2

3. Qualification and Training of Teachers

3.1 Qualification for Entry to Pre-service Teacher Education Programme

High school graduates or those who have passed the qualifying examinations for admission to college are eligible to take the entrance examination into teacher training institutions.

3.2 Duration of Pre-service Teacher Training Programmes

Teachers' colleges train elementary school teachers, while colleges of education train middle and high school teachers. All teachers' colleges are nationally endowed. Both types of colleges offer four year courses.

3.3 Content of Pre-service Training Programmes

The curriculum for a teachers' college is made up of general education and teaching related subjects. The former comprises

national citizenship education, Korean language, Korean history, mathematics, natural science, physical education, military training, and foreign language, while the latter includes educational theory and practice.

3.4 Selection of Principals

There are two ways to select principals of elementary schools. One of them is to appoint new principals from vice-principals who have obtained the necessary certification through in-service training. The other is to select principals from other teachers who have been highly respected for their learning and moral conduct and who have obtained the necessary certification through in-service training.

3.5 In-service Teacher Training Programmes

Formal in-service training programmes are offered by 11 training institutions attached to teachers' colleges, the National Institute of Educational Research and Training under the Ministry of Education, and by the Educational Administration Institute attached to the College of Education, Seoul National University.

The contents of the programmes: are (1) training for the purpose of acquiring higher qualifications; (2) a general training to maintain the ability to perform general duties and to acquire technical knowledge; (3) spiritual or ideological education to heighten a sense of nationalism and to raise ethical standards of teachers. Teachers who pass through the retraining programmes acquire the certification to become vice-principals, principals, or the first and second class teachers. The programmes have four kinds of courses corresponding to the kinds of qualification to be acquired.

4. Research

4.1 Significant Research

A lot of research has been carried out during the last 5 years in the elementary curriculum. The significant ones are classified into three types according to their research interests.

The first type of studies is concerned with the analysis, evaluation and improvement of the existing curriculum, which actually contributed to the revision of the curriculum. This includes "An analysis of the elementary school curriculum and the perspectives for its improvement" (1979), "A basic study for the improvement of Korean elementary and secondary school curriculum" (1980), "A study on the evaluation of primary school curriculum

(I)" (1983), and "A study on the evaluation of primary school curriculum (II)" (1984).

All these research, studies, as indicated in their titles, have objectives of collecting and analyzing data for the evaluation and improvement of the elementary curriculum and of identifying the problems occurring in the curriculum operation.

Other significant studies in this group are related to the integrated curriculum. A concern for "integrated approach in curriculum" has arisen in the late of 1970s, and some studies pertinent to integrated curriculum have been conducted since then. For example, "A resource unit for an integrated approach in grade 1 and 2" (1982), "A follow-up survey on integrated subject areas for primary school curriculum grades 1 and 2" (1982), "Theory and practice in the integrated curriculum' (1983), "A study on the instructional strategy of integrated curriculum" (1983), and "A search for an alternative elementary school curriculum" (1984) have been carried out.

The integrated curriculum has been applied at the level of grades 1 and 2 since 1982.

The second type of research has inquired into the proper system of textbooks which can be used as a model or guidance in the development of textbooks and decision on textbook policy. Some of these studies are "A study on the development of new textbook system in elementary school (1979), "A report on the field trial of textbooks and teachers guides for elementary school (I) for 1st - 3rd grade (1980)", "A report on the field trial of textbooks and teachers guides for 4th grade of elementary school (II) (1982).

The third type of research has been related to the international comparative study on curriculum. Two studies were conducted; "An international and comparative study on curricula (1979)", in which 12 countries were surveyed to compare the objectives, contents and styles of the curriculum system, and "An international and comparative study on elementary school curricula of foreign countries (1983)", which was intended to shed light on the characteristics of curricula in seven countries and draw implications for the improvement of curriculum.

5. Problems and Issues

5.1 Problems of Failure and Dropout of Pupils

There are few cases of dropout problems at the elementary school level. However, there are about 10% of pupils who fail in their basic skill learning, which includes reading, writing and arithmetic.

5.2 Percentage of the School-age Population Attending School

Over 100% of the elementary school-age population attends school.

5.3 Other Major Problems and Issues

A major problem in primary education in our country is the overcrowded classrooms in big urban areas. This makes it somewhat difficult to have good human relationship between teacher and children.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Content

1.1 Definition

Integration refers to the construction of knowledge and experience across various subject areas into a coherent teaching-learning programme, which is centered on meaningful themes, motives and issues, and divorced from the subject-centered instruction.

The integrated approach adopted is the type of textbook content which emphasizes integration of similar subject areas in terms of their structure of knowledge or their contents of learning activities. More specifically;

(1) The 9 subject areas are re-classified into four major areas; (a) "We are the first graders"; (b) "Inquiring life"; (c) "Pleasant life"; (d) "Daily life".

(2) The present integration has been applied only to grades 1 and 2.

(3) The instructional objectives however are stated relating to each of 9 subject areas, not to the newly integrated 4 subject areas.

1.2 Rationale

The fundamental reason that led to the development of integrated curriculum was an impetus to improve the quality of education which will have a great influence on the quality of life. It has been reported that the existing subject centered curriculum has many practical problems observed in the primary school education during the last decade:

First, the present curriculum of elementary school is over-

loaded with content - too much to be learned within the designated period of school time. It forces learning hours to be extended to the home and teachers are often in a hurry to complete teaching tasks in time.

Second, the learning tasks dealt with are too difficult for children to cope with. This problem is more salient in mathematics, science and social studies.

Third, the fact that children are loaded with subject matter from the very beginning of the first grade points to the lack of congeniality in the school environment, not to mention their inability to tell one subject from the other. The result of this problem is that children get bored with school life.

Fourth, much of what is taught has lost its relevancy in a rapidly changing society. This trend is more frequently observed in science and practical arts. Finally, the subject matter in the curriculum and times given to learn each of them are fixed, hardly allowing for adaptation to specific situations.

The integrated curriculum has been suggested to cope with the above problems and to attain such objectives as follows:

(1) To reconstruct knowledge and experience as integrated programmes which are more relevant and interesting for children.

(2) To provide opportunities for various and enriched learning experiences.

(3) To reduce overlapping of content in subject matter.

(4) To concentrate on the basics learning skills in the areas of language, mathematics, and social studies.

(5) To provide more opportunities for pleasant life, and

(6) To provide learning experiences for the development of consciousness of national identity.

1.3 Present Status

Integration has been established as a regular programme since 1982 for grades 1 and 2 of the elementary school.

Integration has been adopted partially. Integration has been introduced only at the 1st and 2nd grade levels. It is uncertain whether integration may be extended to higher grades, which may depend on the results of the implementation of the present system.

2. Inputs

2.1 Course Content

There are four kinds of integrated textbooks which are called: (1) "We are the first graders", (2) "Inquiring life", (3) "Pleasant life", and (4) "Daily life" (however, "Inquiring life" is separate into mathematics and science at 2nd grade substituting for "We are the first graders".

Integration in elementary school is based on interest/issues rather than themes/concepts. The details can be arranged as in the following table:

Table 3: Integrated Curriculum

Title of integrated programme	Pattern	Common element	Subject areas concerned
We are the first graders	Total integration	Adjustment activity; Interest and need centred.	All subject areas
Daily life	Partial integration	Basic language skill; Experience centred.	Moral Education Korean Language Social Studies
Inquiring life	Partial integration	Basic math skill; Inquiry centred.	Mathematics Science
Pleasant life	Partial integration	Expression activity; Activity centred	Physical Education Music Fine Arts

2.2 Instructional Materials

(1) Textbooks

Orientation programme: (We Are the First Graders) - This programme is offered for one month upon entrance to elementary school to provide an effective linkage between home life and school life. The textbook used for this programme carries the title of "We Are the First Graders" and serves as a guide to the forthcoming learning through the three integrated areas. At this stage children learn basic elements of collective life (such as language, attitudes and rules) and games or plays designed to stimulate motivation for an interest in school life.

Daily life - In integrating subject matter, it is necessary to find out those that are commonly shared by different subjects.

They include free use of language for communication, ethical norms, individual roles in relation to others, and imaginative and logical thinking. In weaving these in the form of a textbook, the logical procedure is to build a framework, around which these contents are organized. The fields of life constitute units, within which topics are organized along affairs of daily life and, on this basis, contents are laid out so as to ensure a reinforcing relationship among them.

Inquiring life - Looking at the nature of the two subjects, mathematics and science, it is found that there are common denominators that link the two and suggest the possibility of integrating them into one. What is commonly shared by them includes the development of logical thinking and the formulation of basic concepts through direct observation. These objectives may well be achieved by applying a mathematical approach to science or vice versa.

Pleasant life - Falling under this category are physical education, visual art, and music, designed to bring aesthetic enrichment to life. Summing up the characteristic nature of the three subjects brings to the fore the common elements, that finally boil down to the point that artistic imagination and creativity find expression in works, which appeal readily to the sensory organs for appreciation. These common elements are threads, around which games and activities are organized, with specific reference to daily life affairs. Such artistic engagements are basically expression-bound, and this is why they are called an expression centered curriculum.

2) Teacher's Guides

Teacher's guides are given every semester depending on subject-matter to every teacher, but other instructional aids are seldom given formally.

2.3 Teacher Preparation

It can be said that the teacher's work load has been reduced considerably as far as its amount is concerned. However, creative instead of mechanical and simple, efforts are required for the teaching of the integrated subjects, which, therefore, motivate teachers and stimulate their interests in instruction.

Some courses on integrated curriculum are offered to the students of teachers' colleges as well as to the teachers attending in-service training programme. A teacher training programme only for integrated curriculum has not been presented except when integrated curriculum was introduced at the beginning.

No other supporting materials for the teaching of the integrated course are made available at the present time. Teachers can refer to some professional guidance, most of which are

theoretical works produced by KEDI.

2.4 Basic Requirements

No additions or modifications of physical facilities are provided for the teaching of the integrated course.

3. Process

3.1 Teaching/Learning Strategies

When the integrated courses are taught in school, children's activities are considered to be important so that child-centered learning can be accomplished.

Generally speaking, the mode of instruction in the integrated course is "whole group" because only teacher takes charge of whole class in all instructional processes.

3.2 Mode of Implementation

Although some aspect of the instructional process is accomplished in the classroom, some activities are carried out of the classroom. It is the teacher who can decide when, where and how integration is attempted. Integrated course organized outside the classroom is also compulsory.

It is difficult to indicate the kind of equipment and facilities that are needed, partly because no special classrooms are utilized at the present time. Also there is no available document dealing with such a topic. But we can suggest that different kinds of desks, audio and video sets and other facilities for various experiments should be needed for a special classroom.

4. Product

4.1 Programme Evaluation

A study was undertaken to evaluate the integrated approach to teaching in 1982 and its title was: Follow-up survey on integrated subject areas for elementary school curriculum, grades 1 and 2". Its major findings are as follows:

It is verified that pupils, teachers, and parents show positive attitudes towards the implementation of the integrated approach for grades 1 and 2 in elementary school.

It is identified that some desirable features of integrated teaching-learning appear in the process of schooling. The data shows that teachers make creative efforts to improve the quality

of instruction through a variety of time tabling procedures, wide range of space usage, and utilization of various teaching-learning materials which are essential for integrative teaching. From the aspect of pupil learning, it is confirmed that cooperative climate of classroom learning, life centered learning experience, and active participation in learning activity are encouraged.

For parents it is noticed that the content of new integrated textbooks are difficult in general. In particular it is strongly indicated that there is a heavy teaching load for "Daily Life 1.1, and 2.1" and in the sequencing of topics of 'Daily Life'.

Despite some desirable findings shown by several studies, it is difficult to say that the whole effect is satisfactory. The reason is that teachers lack sufficient understanding and experience on integrated subjects. They have difficulty in realizing the objectives of integration and the need for specific equipment and facilities for the teaching of the integrated subjects. Maybe all of these problems are results of the short history of its implementation.

Now some studies which aim to discover and solve the problems of the adoption of the integrated approach and thereby extend the wider implementation of the integrated curriculum are undertaken by the research institute like KEDI. No concrete or practical suggestions have been proposed yet as regards educational policy for a successful realization of the curriculum. Only some suggestions that the teacher's comprehension of integrated subjects be deepened and that more practical and effective teaching methods be devised and distributed to teachers. Also more relevant models of integration leased on particular conditions be developed have been proposed by some researchers.

5. Future Prospect

5.1 Prospect for the Future of the Programme

The integrated programme will be continued in the future, but it will necessarily be accompanied with some modifications which are aimed at overcoming the problems of the existing programme and improve it, further.

A modified integrated curriculum as an alternative to existing one was worked out by KEDI in 1984. The characteristics of the study are as follows:

(1) Seven educational goals of elementary school have been reformulated with focus on holistic development of children.

(2) The integrated areas have been categorized into four large areas; basic learning skills, life experience,

creative activity, and physical activity.

(3) Two resource units have been prepared as an example of teaching-learning materials.

(4) Teacher's autonomy and diversity in instructional plans be encouraged in integrated curriculum.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

1.1 Terms Used

(1) National Spirit Education: It is education for inculcating basic values and attitudes which are needed in civic life and which contribute to survival and prosperity of the nation. It is the most generic concept which includes various concepts of value education in Republic of Korea, for example, moral education, humane education, democratic-citizenship education, political-socialization education, unification and military security education, economic education, SAEMAUL education, national ethic education, military-political training, etc.

(2) Moral Education as a Subject: It refers to moral education as a curricular activity, especially moral teaching-learning process in the classroom as a subject.

(3) Anti-Communism Education: It is part of the moral education subject matter. It aims at forming student's capacity and attitude to criticize the communistic theory and the reality of the communistic countries and strengthen the student's belief in superiority of the democratic system and freedom.

(4) Unification Education : It is also part of the moral education subject matter. It aims at forming student's beliefs and attitudes which are needed in reunification of the country and the people's independence and prosperity.

1.2 General Objectives of the Programme

Goals of moral education in elementary school are to help children understand the basic manners and moral rules needed in everyday life and build habits of observing them, and to cultivate the ability and attitude of self-control in moral behavior:

(1) To help children understand the basic norms necessary for living as independent individuals and to guide them

to exert themselves in their own growth through following the norms.

(2) To help children understand the basic rules necessary for harmonious social life and attain the habits of observing them autonomously.

(3) To lead children to co-operate in national development and international understanding as Korean citizens, who are proud of their country.

(4) To alert children to the falsehood and the aggressive policy of North Korea, and to develop a strong conviction for peaceful unification through understanding of the superiority of democracy.

1.3 Subject

Moral education is taught as an independent subject.

1.4 Levels

Moral education starts from elementary school.

1.5 Compulsory or Optional

Moral education, which is compulsory, is treated as the most important of all the subject areas.

1.6 Time Allocation

In elementary school, moral education is assigned 2 hours per week.

1.7 Minority Groups

There is no given special consideration for minority groups in moral education because the Korean people are very homogeneous. But the contents of moral education are selected from common social values. In order not to operate moral education advantageously for a certain group, moral education sustains a neutral position.

2. Instructional Process

2.1 Separate Syllabus/Statement of Content

The content of moral education consists of moral virtues,

which are related to individual growth, harmonious social life, national development, anti-communism and peaceful unification.

2.2 Instructional Materials

There are moral textbooks for pupils through all grade levels. There are moral teacher's guides for teachers assigned to all grade levels.

2.3 Development of Materials

Copyright : The Ministry of Education

Editing and writing : The Korean Educational Development Institute (KEDI): (Moral Education Section)

2.4 Free Materials

Textbooks are distributed to pupils without any payment. Teacher's guides are given free to teachers.

2.5 Teachers

Every teacher assigned to a class is in charge of teaching moral education.

2.6 Training Programme for Teachers

(1) Pre-service Training

In the elementary school, where a teacher is responsible for all subjects, moral education is a concern of every teacher. Elementary school teachers have received four-year education at junior teacher's college, whose curriculum puts substantial emphasis on basic ethics and theories of moral education today.

It is at the secondary school level that compartmentalization is practiced. This system requires a teacher to be exclusively responsible for moral education. The problem is that until recently no teacher training institute had established a specialized course of study in moral education. The separate subject of moral education was set up in 1973, with no due consideration given to the preparation of moral education teachers. This accounts for the tendency that most moral education teachers in middle and high schools are those who have majored in history, philosophy, ethics, education, psychology, and political science, etc. But several years ago the departments of national ethics education were established in some universities and as the cer-

tification of the moral education teacher is given only to the graduates of the national ethics education departments, the majority of the secondary school moral education teachers will be confined to "national ethics education" in the near future.

(2) In-service Training

There are two kinds of in-service training programmes for moral education teachers. One is short-term training for enhancing the quality of moral education teachers.

The other is certification-training. While the experienced teachers are trained for certification for 1st level teachers or assistant principals, they are taught some subjects of contents related to moral education.

2.7 Methods and Techniques Adopted

The prevalent method of moral education in school is "lecture" on moral virtues. But, nowadays the method of moral instruction is changing in Republic of Korea. New teaching methods, such as discussion, Socratic-dialogue, value-conflict, modeling, are introduced and most of the moral education teachers favor the new methods.

2.8 Co-curricular Activities

As a means of supplementing curriculum of moral education, co-curricular activities are utilized when the indirect method can produce a greater effect than the direct method. A greater effect will be obtained if the teacher emphasizes and solidifies the interrelation between the virtues taught in moral education classes and other subjects of study.

Extra-curricular activities aim at cultivating social adaptability of pupils and elevating their quality as citizens through their common life experiences. Included are class activities, children's association movement, club activities, and school functions.

In class activities, all pupils participate in maintaining the discipline required in class life and designating the objectives in managing their class life. Included are the class meetings where the pupils reflect on their deeds, work of committees which share the responsibility of managing the class, and service to the community to which their school belongs.

Also included in the pupil's association movements are the all-school meetings in which the pupils discuss matters they should put into practice, committee meetings where they deliberate on problems which concern the school as a whole, and school functions.

Clubs include study groups which aim at depending what are learned in classes, sports clubs, hobby or art clubs; activities which promote pupil's level of production and diligence, and community service clubs. School functions include ceremonies, presentation of artistic performances, sports event, excursions, and security exercises.

These extra-curricular activities and school functions cultivate the quality of pupils as democratic and co-operative citizens, promote their spirit of service for national development and help them develop their individual ability and explore a sound and rich life. As pupils are easily influenced by an atmosphere or psychology, these extra-curricular activities are more closely connected with the cultivation of their moral sense and practice of the virtues taught at the class.

3. Evaluation and Feedback

3.1 Pupil Evaluation

In general, the term 'moral education' is given two interpretations. In a broad sense, it means all educational efforts, which are devised and implemented to help pupils grow into mature persons. It contains not only class room lessons, but also guidance, counselling, specific advice, etc.

In a narrow sense, 'moral education' means the specific lessons given in relation to subject-matter, aimed to assist in moral development. In Republic of Korea, moral education is offered as an independent subject, and occupies an important place in the entire curricula.

These two interpretations of moral education have given rise to the practice of evaluation in two ways. Yet the fact that all educational efforts associated with moral education must combine to serve an ultimate goal creates the need to develop a comprehensive evaluation system which incorporates the two aspects in a meaningful fashion.

The evaluation of pupil achievement is performed mainly in the way of paper-pencil tests. They are designed to cover a wide range of areas including understanding of moral norms and principles, problem-solving abilities (abilities to select and apply moral norms correctly), and attitudes toward specific moral issues. Although test items developed by individual experts or research and development institutes (e.g. KEDI) are used, it is customary for teachers to develop test items in relation to the lessons taught.

The general procedure involved in developing test items is more or less similar to those of other subjects. It usually involves the following steps: (1) identifying educational objectives; (2) analysis of content of textbook and extracting

moral codes or norms, which are to be tested; (3) deciding the types of items; and (4) preparation of test items.

Test items may be divided into two types: subjective (essay) and objective types, but the former is seldom used. The objective type is common and includes multiple-choice, true-false, etc. The objective test is supplemented by specific evaluative methods, namely, projective method, rating scale, etc., according to the need of the situation.

Paper-pencil test is a relatively convenient method of evaluating pupil's knowledge of moral norms and principles, and their opinions about moral issues. But there is a considerable dispute as to the content validity of such a test.

Apart from the evaluation of the cognitive aspect related to moral subject matter, there arises the need to evaluate the development of morality. This type of evaluation requires objective observations of behavioural propensity as regards value-related issues. During a specified period, the teacher observes the behaviour of pupils and accumulates observations, and determines the extent to which pupil's behaviour has approximated the desired ends.

The factors taken into consideration in this type of evaluation are diligence, sense of responsibility, co-operativeness, autonomy and obedience to law. Each factor is considered in terms of three levels of achievement.

As regards diligence, for example, 'willingness to work hard with consciousness of time saving' places the pupil on the level of 'A'. On the other extreme, if a pupil is lazy and lacks the sense of responsibility, he is rated as 'C'. The behavioural propensity falling between the two is rated as 'B'.

This kind of evaluation raises some difficulties in assuring objectivity, for teachers are apt to be subjective in their judgement, especially when they are not free of the 'halo effect'. It is also impossible for teachers to observe all behaviour of their pupils. As a means of eliminating the drawbacks of this evaluation, specialists recommend the use of more reliable rating devices and interviews. In practice, however, they have not been made available to the schools.

It is generally held that the primary aim of moral education is to change attitudes toward moral issues, rather than imparting knowledge bearing on moral norms and principles. In practice, however, evaluation of moral education through the paper-pencil test has been limited to its cognitive aspects. Although the cognitive aspect constitutes one of the important conditions for effecting attitudinal change, knowledge concerning moral norms and principles is not a sufficient guarantee of attitudinal changes.

The problem of evaluation through the behaviour-observations is further complicated by the fact that attitude and behaviour are not in a direct cause-effect relationship. Often evaluation tools are designed to measure attitude, but this lacks validity because of the possible inconsistency between behaviour and attitude. Therefore, the need has become acute to develop tools with which to measure attitudinal change validly, and to observe behaviour systematically.

3.2 Communication of Results

The results of moral evaluation are utilized for estimating a pupil's school achievement. And the results of behaviour-observations are reported to the parents so as to involve them in their children's moral education.

3.3 Rewards/Motivation Systems

There isn't any special system of rewards or motivation for moral learning.

3.4 Programme Evaluation

When the moral curriculum was revised in 1982, the previous moral curriculum (from 1973 to 1981) was evaluated by the moral curriculum research-and-developers in KEDI.

3.5 Implementation of Evaluation

The moral curriculum research-and-developers analyzed the previous moral curriculum and moral education materials and listened to the opinions of moral education teachers and meta-analyzed the studies about the moral curriculum and moral education practices. In short, the methods which were used in the moral education programme evaluation are not an experimental-statistical one but an analytic-qualitative one.

3.6 Results of Evaluation

The previous moral education programme was criticized because it had over-emphasized "the inculcation of the bag of virtues". The moral-educationist argues that an over-emphasis of the bag of virtues is apt to lead moral education to moral indoctrination. The result of the programme evaluation was reflected in the revision of the moral education curriculum in 1982. So, the present moral education curriculum emphasizes the cognitive approaches of moral education.

4. Problems and Issues

4.1 Outline of the Problems and Issues

There are no special problems in the development of moral education programmes. But the paucity of the basic and/or systematic research on moral education hampers a drastic change and/or innovation of moral education programmes. So, basic research on moral education is needed in Republic of Korea.

The problem in implementation is that the practical effects of the moral education programme is dubious. As in all other educational activitíes, the purpose of moral education is ultimately to guide human conduct in a proper direction. What are the basic factors which will bring about such a change in human conduct?

Under the premise that an accumulation of knowledge brings about such a change, a considerable amount of time is devoted in moral education to helping pupils recognize what is good and evil. In many cases, however, more knowledge cannot promote a moral sense. That is, what is educated in the moral education class cannot be put into practice in its entirety in many cases.

The second problem is concerned with teacher training. Korean primary schools do not adapt the system of employing specialist-teachers to take charge of moral education. Moral education therefore is taught by teachers in charge of each class. Korean primary school teachers have taken pre-service training in junior teacher's colleges and most of their curricular include only a few moral education subjects. So the primary school teachers have weak grounding in moral education, and it is a serious problem in implementation.

The most urgent and serious problem of moral education in Republic of Korea is development of evaluation. That is, the results of evaluation cannot ensure the pupil's moral behaviour.

4.2 Future Prospects

Moral education in Republic of Korea will continue as it is and its teaching may be further strengthened because the social need for moral education is rising now.

It is expected that more content on national spirit education be included in moral education.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

Work-oriented education as a part of school education can be defined as the process of developing human beings who are able to plan, choose and decide their career adapted to their interests and abilities.

1.2 Terms Used

There are many terms for work-oriented education such as career education, career guidance, technical education, and vocational education.

Career education is the education programme which helps pupils acquire knowledge and skills of a career required for a lifelong learning and guides them to be employed.

Career guidance is the counselling programme which helps students make a wise choice of a career suited to their characteristics.

Vocational-technical education is the education programme which aims at developing basic knowledge and skills needed in actual living, making them aware of importance and pleasure of work itself, facilitating the understanding of duty, right, responsibility, and cooperation through working and fostering the future perspectives of a career.

1.3 Reasons for Programmes

The importance of a work-oriented education has been recognized for a long time. However, it is during the last few years that work-oriented education has been included in the curriculum. One of the reasons why this education is included in the curriculum is that many high school students have problems adjusting to their jobs because they lack knowledge, information of careers and understanding of their interests and abilities. Another reason is that as society and technology change so rapidly, and many kinds of jobs come into being, the role of the home in terms of career guidance is becoming weaker. So the school should take over the role of the home in career guidance. Third, many students do not have enough knowledge and information about their potentialities and the world of work. So they need career guidance. Fourth, the development of wholesome attitudes toward work takes a long time. Usually the work-oriented education has been offered in high school. However, there is a need to offer work-oriented education from the primary school, recognizing that attitudes or work ethics develop slowly over the years.

1.4 Objectives

The objectives of work-oriented education at elementary school level are as follows:

(1) To understand one's attitude, interests, ability and personality.

(2) To understand the world of work in the context of economy and social structure.

(3) To acquire knowledge and skills required for entering the upper schools and adoption of a profession and plan a career suitable to one's attitude.

(4) To develop sound value orientation and attitude towards work and profession.

1.5 Curriculum Areas

The work-oriented curriculum is integrated with other subjects. The contents introduced at the elementary school level are discovery of self (characteristics and interests), the world of work (kinds and details of occupation, occupation and education), career planning (choice of a career), attitude and value orientation to work. More specifically, the attitude and value orientation to work is reflected in "Daily Life" for grade 1 and grade 2. The world of work is introduced in "Social Studies" for grade 3 and grade 4. Discovery of self is shown in "Moral education" for grade 5. Finally, career planning is included in 'Moral Education" for grade 6.

1.6 Levels

The work-oriented education starts at first grade.

1.7 Compulsory or Optional

The study of work-oriented curriculum is compulsory.

1.8 Time Allocation

It is difficult to figure out what the time for work-oriented education is because the curriculum is taught simultaneously with integration of other contents even within subjects as well as across subjects.

1.9 Main Emphases of the Programme

The main emphases of the programme can be listed as follows:

(1) Discovery of self;
(2) World of work;
(3) Career planning; and
(4) Attitude toward and value orientation to work.

2. Instructional Process

2.1 Content

We don't have any separate syllabus/statement of content. Work-oriented education is incorporated with other subject. However, there are no special units within the subject, rather the contents of work-oriented education are spread over all subjects.

2.2 Instructional Materials

There are no special materials for pupils. However, there is a teacher's guide on career education.

2.3 Development of Materials

Subject matter and teacher's guide are developed by KEDI.

2.4 Free Materials

Materials are given free to the pupils.

2.5 Provision of Materials

The Ministry of Education provides materials and teacher's guide.

2.6 Local Resources

Elementary school pupils develop valuable and long-lasting concepts essential to work-oriented education by visiting the industry or farm on their field trips, by organizing and operating their school store or savings bank.

2.7 Special Facilities

There are no special rooms provided for work-oriented

education. However, according to the instructional goals of work-oriented education, the following facilities can be used: special rooms for extra curricula activities, abacus calculation, computer room and audio-visual room.

All the provisions in public schools are made by the school with the financial support from the Ministry of Education. However, the provisions in private schools are made by the school itself without any support from the Ministry of Education. According to the contents of work-oriented education, different kinds of equipment are needed. At present, it cannot be ascertained what special equipment is required and how they are to be provided.

2.8 Teachers and Training Programmes

Every teacher can teach work-oriented curriculum. Accordingly there are no special teachers for it.

There are no special pre-service teacher training programme for work-oriented education. However, in-service teacher training programme is informally given by KEDI, other research institutes and local school boards of education.

2.9 Support Provisions

There are no other supporting facilities/organizations.

2.10 Methods

The prevalent method is lecture. Sometimes audio-visual materials are used. Field trips and laboratory work are also arranged.

2.11 Co-curricular Activities

Co-curricular activities or visits to industry and farms can reinforce school learning in work-oriented education.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Teachers are using various methods for evaluating pupils' knowledge, skills, attitude and the finished products of their work by using paper-pencil test, observation, judgement, etc.

3.2 Communication of Results

Teachers report the results of evaluation to pupils and utilize the evaluation results as an input for other instructional activities.

3.3 Programme Evaluation

As the work-oriented education is not an independent programme it is evaluated indirectly. The content about work-oriented education can be partially evaluated. The evaluation usually focusses on achievement score by using tests. However other affective characteristics are also important.

3.4 Results of Evaluation

As the work-oriented education is not operated as an independent programme, it is difficult to show the evaluation results of the programme.

4. Problems and Issues

4.1 Outline of the Problems and Issues

It is difficult to develop the programme systematically because the content of work-oriented education should be reflected in various subjects, or integrated with some subjects.

There can be several problems in implementing the programme. One of them is that there are conspicuous differences in teaching competencies among teachers. To make matters worse, there is no systematic in-service or pre-service teacher training programme for work-oriented education. Especially as teaching is focussed on entrance examination for the upper level school, work-oriented education is neglected by pupils and their parents. This fact has hindered the effective implementation of work-oriented education.

There has not been any attempt to evaluate the implementation of work-oriented education. Usually the evaluation of work-oriented education is attempted with other subject contents. Therefore, it is difficult to evaluate the effect of the programme itself.

4.2 Future Prospects

It is proposed to make some modifications in some contents, materials keeping pace with the change of society and scientific technology. It is also proposed that the various teaching methods be applied to work-oriented education. There is a need

to install some institution to take charge of developing, implementing and evaluating the work-oriented education.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition/Meaning

Curriculum load is defined as the number of subjects the amount of content, the degree of difficulty in content and the time required to cover the content.

1.2 Concerns of Teachers/Students

Most teachers and pupils have perceived that the learning content is overloaded and difficult for students to understand, especially, in mathematics, natural science, and social studies.

1.3 General Assessment of Curriculum Load

The total curriculum at the elementary school is rated "about right" by teachers and pupils.

1.4 Assessment by Different Dimensions of Curriculum Load

The following rates the present curriculum according to some dimensions:

A. Scope of the Objectives

Grades	3rd				6th			
Degree / Subject	Too Wide	Wide	About right	Narrow	Too Wide	Wide	About right	Narrow
Moral Education		v					v	
Korean Language			v				v	
Mathematics			v				v	
Social Studies			v				v	
Science			v				v	
Music		v				v		
Visual Arts		v				v		
Physical Education			v				v	
Practical Arts							v	

B. Difficulty of Course Contents

Grades	3rd				6th			
Degree / Subject	Very difficult	Difficult	About right	Easy	Very difficult	Difficult	About right	Easy
Moral Education			v				v	
Korean Language			v				v	
Mathematics		v				v		
Social Studies		v				v		
Science		v				v		
Music			v				v	
Visual Arts			v				v	
Physical Education			v				v	
Practical Arts							v	

C. Language Used in Textbook

Grades	3rd				6th			
Degree / Subject	Very difficult	Difficult	About right	Easy	Very difficult	Difficult	About right	Easy
Moral Education			v				v	
Korean Language			v				v	
Mathematics		v				v		
Social Studies			v				v	
Science		v				v		
Music			v				v	
Visual Arts			v				v	
Physical Education			v				v	
Practical Arts			v				v	

D. Length of Course Content

Grades / Degree / Subject	3rd				6th			
	Very lengthy	Lengthy	About right	Insufficient	Very lengthy	Lengthy	About right	Insufficient
Moral Education			v				v	
Korean Language		v				v		
Mathematics		v				v		
Social Studies		v				v		
Science			v			v		
Music			v				v	
Visual Arts			v				v	
Physical Education			v				v	
Practical Arts							v	

E. Availability of Time

Grades / Degree / Subject	3rd				6th			
	Very inadequate	Inadequate	About right	More than required	Very inadequate	Inadequate	About right	More than required
Moral Education			v				v	
Korean Language			v				v	
Mathematics		v				v		
Social Studies			v				v	
Science			v				v	
Music			v				v	
Visual Arts			v				v	
Physical Education			v				v	
Practical Arts							v	

1.5 Factors Contributing to the Problem of Curriculum Load

According to the survey study (KEDI, 1984), most teachers and administrators reported that factors such as inadequacy in teacher effectiveness, pressure of examinations, additional duties of teachers, contribute to the problem of curriculum load.

1.6 Nature and Amount of Homework

When teachers assign homework to pupils, they give much consideration to the amount and content of homework, however, little consideration is given to assigning homework fitting to individual differences. The contents of the homework mainly consist of those that measure simple knowledge and understanding, with little higher mental processes.

1.7 Effects on Achievements

In case of Republic of Korea, curriculum load has some effect on pupil achievement, not enrollment. That is, it is reported that there are many subjects and a lot of content in the curriculum. These factors might exert an important effect on pupil achievement.

1.8 Major Studies into Curriculum Load

(1) An analysis of elementary school curriculum and the perspectives for its improvement (KEDI, 1979)

(2) A report on the field trial of textbooks and teacher's guides for 4th to 6th grades of elementary school (II) (KEDI, 1982)

(3) A study on the evaluation of elementary school curriculum (III) (KEDI, 1984)

(4) A report on the field trial of textbooks and teacher's guides for elementary school (I) (KEDI, 1981)

1.9 Major Findings

The table below shows the summary of the major findings.

Studies	Section/degree		Grades 1	2	3	4	5	6
An analysis of the elementary school curriculum and the perspectives for its improvement	Number of subjects	many	v	v	v	v	v	v
		few						
	Number of periods	many				v	v	v
		few	v	v	v			
A report on the field trial of textbooks and teacher's guides for 4th to 6th grades of elementary school (II)	Amount of learning	heavy				v	v	v
		right						
	Learning contents	difficult				v	v	v
		easy						
A study on the evaluation of elementary school curriculum (III)	Number of classes by subjects	more than required						
		inadequate			v			v
	Level of difficulty	difficult			v			v
		easy						
	Amount of subjects	heavy			v			v
		right		v	v			
A report on the field trial of textbooks and teacher's guides for elementary school (I)	Contents of subjects	difficult	v					
		easy	v	v	v			
	Amount of learning	heavy						
		right						

1.9 Modification and Curriculum

The current Curriculum has many things to modify. They can be presented as follows:

(1) The objectives of current curriculum do not reflect fully the contents which can cultivate human characteristics required to cope with future society.

(2) The content of textbooks can be usually a course content. The following problems related to textbooks can be brought up: The contents do not take into sufficient consideration the interest of pupils, the sequence, and the amount of content.

(3) The teacher-directed instruction is prevalent in Korean elementary school, which results in learning simple knowledge and understanding, hindering the acquisition

of higher mental processes. Furthermore, the lack of teaching and learning materials limit effective instruction being performed. Teacher expectation is also an important factor in facilitating learning. Most teachers focussed their teaching on average pupils, therefore, the weaker as well as brighter pupils often get neglected by the teachers.

(4) The current educational evaluation focussed on the assessment of pupil learning outcome should be reshaped to include evaluation of learning process and teacher's self-evaluation in order to facilitate the improvement of school education as a whole.

The teacher's self-evaluation is a reflective way for teachers to devote themselves to teaching through examination of instructional planning, and process, and learning environment by teachers themselves or supervisors, and through continuous feedback of the examination results to the process of schooling.

Evaluation of pupil learning process should be incorporated with the current learning outcome-oriented evaluation in order to facilitate the development of a positive attitude toward learning and pupils self-concept.

2.1 Future Prospects

Korean education has experienced great changes in quantity and quality in the past 30 years. But there are still many problems to be solved. the revised curriculum in 1981 was attempted as an alternative to solve the educational problems. As the old curriculum was centered on subjects, it had many practical problems to realize the aims of education. The new curriculum put greater emphasis on humanistic education which focusses on self-actualization. That is, the curriculum is the process that can meet the need for growth and personal growth. Accordingly, in the new curriculum are included the integrated curriculum, work-oriented education and spiritual education. When projecting the future, there will be some changes in curriculum development.

First, the spiritual education (moral education) will be strengthened. The fifth Republic has already been pushing an educational reform. This education is part of the reform.

Second, scientific and technical education will be improved to keep pace with the accelerating scientific progress in 1980s and beyond. Accordingly the teaching of fundamentals will be stressed rather than the mere passing on of scientific knowledge and information.

Third, special education will be emphasized. Recently, the interest in special education has been highlighted with the establishment of science high schools for gifted students. The education of the deaf, dumb, mentally retarded, and lame has also been given attention.

SRI LANKA

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

Sri Lanka is a small island occupying a vantage position in the Indian Ocean. It is in close proximity to the India subcontinent. The narrow Palk Straits separates the two countries.

Sri Lanka is an island in the northern hemisphere between N. Latitude 5° - 55' and N. Latitude 9° - 51' and E. Longitude 79° - 42' and E. Longitude 81° - 52'.

The area of Sri Lanka is 65,610 square kilometres. The island's longest North-South extent is 435 kilometres. Its West-East maximum extent is 225 kilometres.

1.2 Main Geographical Features

Sri Lanka is one of the ancient geographical structures. Physiographically it is considered to be a part of the Deccan Plateau in India. It is divided into two broad divisions highlands and lowlands. These are further subdivided into five sections, as follows:

(1) Coastal Plain

In extent it is 1,000 kilometres. It comprises large and small lagoons, bays and headlands. This plain is less than 30 metres in elevation.

(2) The Peneplain

The Peneplain which lies between the 30 and 300 metre contour lines is characterized by isolated hills. Rivers flow in-between these isolated hills.

(3) Central Highlands

This mountainous region is above 300 metres in elevation. Pidurutalagala (2,509 metres) and Samanla (2,230 metres) are two high peaks. Central Highlands comprises number of plateaus, waterfalls and passes.

(4) Sabaragamuwa Range

This region is separated from the Central Highlands by the Denawake Valley.

(5) Gal-Oya Mountains

It consists of a group of isolated hills. A number of rivers have their source in the central highlands. The Mahaweli is the longest river draining a large part of the country.

Sri Lanka's climate is being influenced by a number of geographical factors.

Throughout the year the country experiences an even temperature of 80°F. Although in close proximity to the equator the rainfall modifies its high temperatures. Due to its high altitude the temperature of the central highland region is only 60°F.

There are three main sources of rainfall in the country. They are the monsoonal, convectional and cyclonic rainfall. The rainfall ranges between 150 - 250 cm. The relative humidity is very high throughout the year. It ranges from 70% to 80%. The climate is conducive to agriculture.

1.3 Population

(1) Total population in Sri Lanka in:

1981 - 14,850,000
1983 - 15,416,000

(2) Population growth rate 1981 - 1.7%
1983 - 1.4%
(Source - Census and Statistics)

(3) Child Population

Age/Years	1981	1983
0 - 4	1,967,000	1,928,000
5 - 9	1,973,000	1,754,000
10 - 14	1,901,000	1,755,000

(Source - Census and Statistics)

It is worth noting that the child population has been decreasing due to marked decline in birth rate.

1.4 National Budget for Education

(1) The percentage of the national budget allocated to educational sector was as follows*:

1976 - 8.08%
1980 - 5.52%
1984 - 5.25%

[* Expenditure towards the Examinations Department and the Publications Department is not included here]

(2) Expenditure on primary education is not given separately.

1.5 Ethnic and Religious Composition

Nationality	Percentage of Total Population
Sinhala	73.98
Tamil	18.16
Muslim	7.12
Burgher	0.26
Malay	0.29
Others	0.20

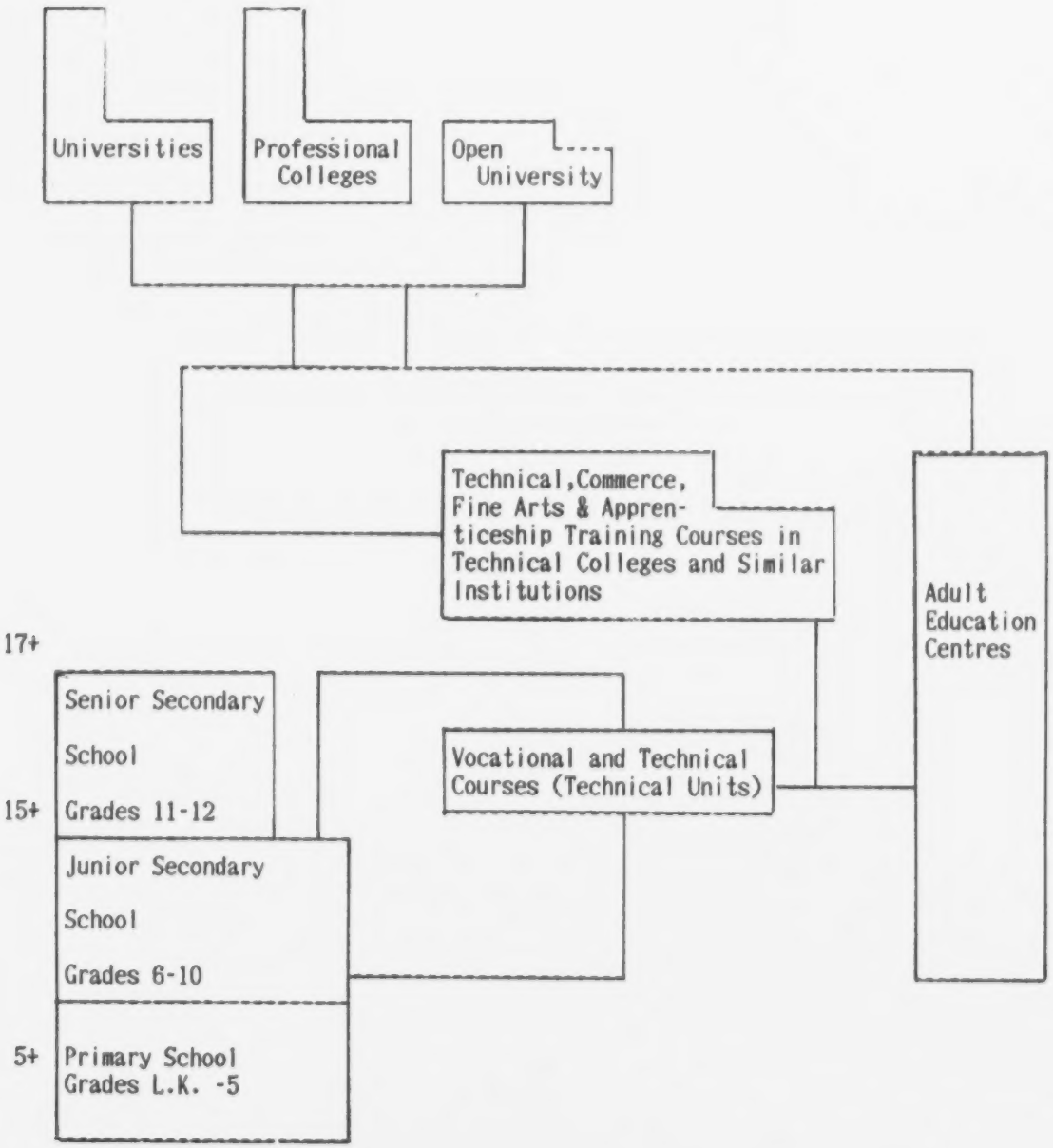
Religion	Percentage of Total Population
Buddhist	69.31
Hindu	15.46
Muslim	7.64
Roman Catholics and other Christians	7.49
Others	0.10

(Source - Census and Statistics 1981)

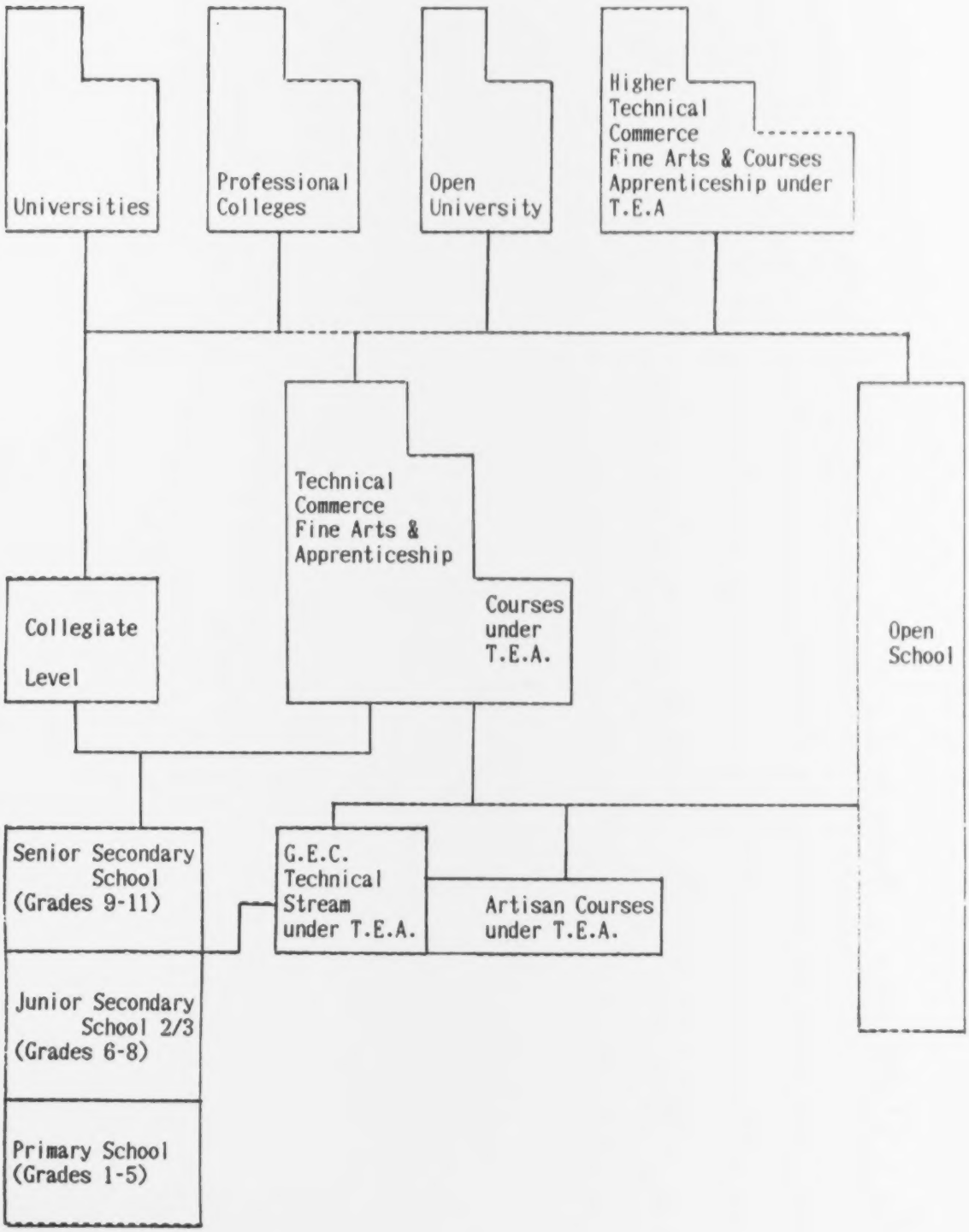
2. The Educational System

2.1 Structure of the Educational System

[Existing System of Education/Training]



[Proposed System of Education/Training]


Universities
Professional Colleges
Open University
Higher Technical Commerce Fine Arts & Courses Apprenticeship under T.E.A
Technical Commerce Fine Arts & Apprenticeship
Courses under T.E.A.
Collegiate Level
Open School
Senior Secondary School (Grades 9-11)
G.E.C. Technical Stream under T.E.A.
Artisan Courses under T.E.A.
Junior Secondary School 2/3 (Grades 6-8)
Primary School (Grades 1-5)

The present system of primary education has been in force since 1972. It lays emphasis on child activity. According to this system the teacher is not a dictator but a friend and a guide of the child. It is regarded as a system which is child-centred.

In accordance with the 1972 reforms primary education consists of Religion, Mother Tongue, Mathematics, Physical and Creative Activity, Aesthetic Activity and Environmental Studies.

The Sinhala children could select English or Tamil as their second language, whereas Tamil children could select English or Sinhala as their second language. However, the majority from both the groups chooses English.

Teaching of English as a subject commences at the grade III level. Schools where there is a shortage of teachers eligible to teach English, are permitted to start teaching English from grade VI.

Since 1972 the age of admission of a child to school has been 6 years. The system of automatic promotion from grades I - V has been adopted. However, if a child's educational achievement was hindered due to absence caused by frequent illness that child could be made to repeat in grade five after a discussion with his or her parents. An important feature put into practice since 1972 in primary education is the teaching of subjects in an integrated manner.

It is indicated that more changes will be added to the 1981 educational reforms to be implemented from 1985.

2.2 Objectives of Primary Education

(1) Adoption of sufficient exercises in reading, writing and the development of communication skills required for day to day activity.

(2) Concept formation in the field of numeracy and abilities in financial transactions in day to day life.

(3) Giving basic knowledge in health and health habits needed for a healthy life.

(4) Laying of a foundation for abilities to think scientifically and understand the environment.

(5) Developing abilities in order to enable a child to express his or her ideas and feelings freely, descriptively and creatively by word of mouth and in writing.

(6) Developing affective abilities and skills.

(7) Development of the basic abilities, capabilities and likes for future educational activity.

(8) Providing simple knowledge of the physical, social and cultural environment.

(9) Inculcating the values of being law abiding and courageous.

(10) Lay the foundation for a development of correct attitudes pertaining to national unity and service to the motherland.

2.3 Educational Policy and Curriculum Development

(1) A determination of educational policies is the total responsibility of the government. It has been seen that a change of government is accompanied with a change in educational policy.

(2) The development of the curriculum for primary education is the task of the unit in primary education of the curriculum development centre. It works in consultation with the Education Ministry, teachers and parents.

(3) There is a separate Plan Implementation Unit in the Ministry of Education for the implementation of the educational policies.

(4) The curriculum development centre plays an important role in the overall processes of curriculum development.

2.4 Years of Primary Education

According to the present system:

(1) The number of years of primary education is 5 years.
(2) Compulsory education is 8 years.

2.5 Class Size and Class-Teacher Ratio

(1) Average class size: 35
(2) Range of class size: 10 - 50
(3) Average pupil - teacher ratio: 26:1 (1983)

2.6 Organization of School Day, Week and Year

(1) 45 periods a week in the kindergarten and grades I and

II. 40 periods per week in grades III, IV and V.

(2) A period consists of 25 minutes for the kindergarten and grades I and II. A period consists of 40 minutes for the grades III, IV and V. (Although periods are specified in this manner there is no hard and fast rule.)

(3) There are 4 working hours per day for the kindergarten and grades I and II, and 6 working hours per day for grades III, IV and V. (Including the interval).

(4) There are 3 vacations during the year. 5 working days per week and 2 holidays at the weekend.

1st school vacation - March to April (3 weeks)
2nd school vacation - July to August (4 weeks)
3rd school vacation - December to January (6 weeks).

(5) 200 days for the whole year.

(6) According to the 1972 reforms, there were 7 compulsory subjects for the kindergarten and grades I and II. Grades III, IV and V have 8 compulsory subjects each. According to the reforms to be implemented from 1985, there 7 compulsory subjects from the first year to the third year and 8 compulsory subjects for the fourth and fifth years. In addition to these subjects children will learn Introductory Science.

(7) No optional subjects.

2.7 Time allocation

[The Existing System from 1972]

Subject	Time per week (Grade-wise)					
	L.K.G.	1	2	3	4	5
Mother tongue	7.05	7.05	7.05	5.20	5.20	5.20
Mathematics	2.05	2.55	2.55	5.20	5.20	5.20
Environmental Studies	2.50	2.30	2.30	4.40	4.40	4.40
Aesthetic Activity	2.05	2.05	2.05	3.20	3.20	3.20
Creative and Physical Activity	1.40	1.40	1.40	4.00	4.00	4.00
Religion	.50	.50	.50	1.20	1.20	1.20
English				2.40	2.40	2.40
Religious Activity	2.05	2.55	2.55			

[Proposed System from 1985]

Subject	Time per week				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Mother tongue	5.30	5.30	6.00	6.40	6.40
Mathematics	4.15	5.00	6.00	6.40	6.40
Environmental Studies	2.30	3.00	4.00	3.20	3.20
Creative Activity	2.00	2.00	2.00	2.00	2.00
Aesthetic and Physical Education	2.00	2.00	2.00	1.20	1.20
Religion	1.15	1.15	1.15	1.20	1.20
English	-	-	-	3.20	3.20
Introductory Science	-	-	-	1.20	1.20
Aesthetic Education	2.00	2.00	2.00	1.20	1.20
Physical and Health Education	-	-	-	2.20	2.20
Morning Assembly Religious Activity	1.15	1.15	1.15	.25	.25

3. Qualifications and Training of Teachers

3.1 Qualification for Entry to Pre-service Teacher Training

Selection and recruitment of assistant teachers will be after a competitive examination from applicants who have been successful at the G.C.E. (A/L) Examination.

The number of years of schooling for entry into teacher training is 13.

3.2 Duration of Pre-service Teacher Training Programme

Before an assistant teacher commences his/her teaching he/she is given a training for 3 weeks. While in service, they are selected for training in the training colleges according to their seniority. Their training period is three years. During the first two years they are made to concentrate on their studies at the institutions. Their third year is a period of internship and they do teaching practice in a school which enables them to obtain their certificate for training. They also avail themselves of short periods of in-service training.

3.3 Content of Pre-service Training Programmes

The course content of teacher training programmes:

[THE PRESENT SYSTEM]

Professional Education

(1) Educational psychology;
(2) Philosophy of education and general methods.

General Education

(1) Mother tongue;
(2) English;
(3) Religion;
(4) Health and physical education;
(5) Aesthetic education.

Academic Education (Primary Course)

(1) Primary education principles;
(2) Mathematical concepts;
(3) Mother tongue ;
(4) Environmental studies;
(5) Aesthetic studies;
(6) Religion;
(7) Physical and health education.

Teaching Practice

(1) Criticism lessons;
(2) Practical teaching during 2nd, 3rd, 4th and 5th terms during the first two years 3 weeks each term;
(3) Internship/1 year in a school as a full time teacher.

[THE PROPOSED SYSTEM]

Professional Education

(1) Foundation courses in education;
(2) Psychological foundations of education;
(3) Philosophical and Sociological foundations of education;
(4) Educational evaluation and measurement;
(5) Educational guidance and counselling;
(6) Trends in education;
(7) School and the community;
(8) Educational practice.

Courses in General Education

(1) Mother tongue;
(2) English;

(3) Religion and culture;
(4) Health and physical education;
(5) Aesthetic education;
(6) Life skills.

Courses Under Area of Specialization

(1) Primary education;
(2) Subjects which are relevant to primary education.

Unscheduled Activities

(1) Societies;
(2) Security and guiding;
(3) Educational exercises and exhibition;
(4) Hobbies, etc.;
(5) Self learning.

3.4 Selection of Principals

Selection of heads is done from trained teachers or teachers with higher qualifications but with a minimum of 10 years service and certified teachers with 15 years of service. They are selected after a competitive examination followed by a personal interview. (This system could be changed when necessary).

3.5 In-service Teacher Training Programme

In-service training is a regular feature. Changes in educational policy, curriculum, subjects, teaching methods reporting courses or likewise will be followed by in-service training courses. In-service training courses are held to up-date the knowledge of teachers.

4. Research

4.1 Significant Research

Surveys are held to evaluate different sections of the primary school curriculum.

(1) A study of student competencies in Language and Mathematics in the primary school in selected 6 project areas - T. Kariyawasam.

(2) A study on achievement of primary level children - Language and Mathematics. - T. Kariyawasam and J. Wanasinghe.

(3) A survey on the children at the age of entering the L.K.G. - Chitrangani Abhayadeva.

(4) Survey of the textbooks (Sinhala readers) in the primary and secondary school. Publications Department in collaborations with the Curriculum Development Centre, June 1984.

(5) Survey of the textbooks (readers) K.G. and Grade I by the Curriculum Development Centre.

(6) A report on a survey of non-school going children and students who drop out of school at an early stage in Sri Lanka - S. Haputantri 1979.

(7) Slow learners in our primary schools - K. Piyasena 1981.

The results of the surveys mentioned above in regard to the primary education also influenced the proposed amendment to the Primary Curriculum, Systems and Methodology.

In accordance with the survey carried out, in 1985 there will be a change in the reader for the first year students. In writing a new reader important features like vocabulary, content, size of the book and an integrated approach are taken into consideration.

5. Problems and Issues

5.1 Problems of Failure and Dropout of Pupils

As in other developing countries Sri Lanka too faces the problem of dropout and failures in the primary grades. This amounts to wastage in education. Repetition of a grade also amounts to educational wastage. It causes frustration which in turns affects a child's personality. Due to the reasons mentioned above, the 1972 reforms included an automatic system of promotions for the primary grades. Thus at the moment there is no problem of children repeating a grade. Educational wastage has thus been reduced. It is argued that the system of automatic promotions causes a deterioration in the educational standard of the pupils concerned. However, it is suggested that a system of constant evaluation could rectify this defect.

A child who has missed his or her work very badly in a class due to sickness on absence from school can repeat a grade. But this is possible only after consulting the parents. However, there are very few such cases.

The problem of dropouts in Sri Lanka is similar to that of other developing countries and it seems to be the result of an irrelevant and impracticable curriculum when viewed in relation to their socio-economic environment.

Ill health, undernourishment and the lower income of the

family are some of the socio-economic factors which cause students to dropout from the schools. A survey carried out in Sri Lanka pinpoints that children stop schooling in order to help their parents at home or in the field. The low level of aspiration of parents and their children and the dearth of school facilities in some areas are other reasons.

This mismatch between curriculum and life has been given due importance in reviewing the primary school curriculum, selecting the subject themes and allowing teachers to have flexibility in teaching the subjects.

Repetition can be reduced by adoption of suitable curriculum and instructional practices, provision of remedial instruction for slow learners, and creation of conditions conducive to effective teaching and learning.

5.2 Percentage of the School-age Population Attending School

The enrolment ratio of the primary school age population of the country was 71.8 in 1971 and 90.0 in 1981. Unlike many countries of the developing world the women in Sri Lanka have not experienced any kind of discrimination in education. A surveys conducted reveals a number of odd causes for the non-enrolment of the remaining 10% of the population.

5.3 Other Major Problems and Issues

The education in Sri Lanka is the responsibility of the State. It spends a considerable amount of its budgetary resources on education. However, actually a large sum of money is spent only on the salaries of teachers. Inadequate expenditure on primary education has adversely affected the quality of education.

There is a conspicuous disparity between student numbers and facilities available with primary schools. Furthermore, there is an uneven distribution of resources to these schools. Schools have to compete in order to obtain resources.

The privileged schools in urban areas thrive at the cost of those that are deprived. Affluent parents get their children admitted to the privileged schools.

Privileged schools show a marked improvement while the deprived schools cease to improve, thus causing their teachers to become lethargic and uninterested in the education of their students. Location of a school proves to be an important factor. The policy of sending teachers from the more popular schools into schools in remote areas causes problems to both types of schools. In the bargain very often both types of schools suffer.

The scholarship examination held at the end of Grade V has made teaching in upper primary grades just mechanical owing to cut throat competition among schools.

Teachers salaries are rather low when compared with salaries of other officers. This is an important issue which needs consideration.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Content

1.1 Definition

Integration involves a theme, or an event discussed in its totality. Integration highlights a inter-relationships between subjects. It focuses on teaching - learning process which makes learning interesting and meaningful to the child. Teachers from eight schools pointed out integration should help to discern unity in diversity. All schools which responded to this question broadly understood what it meant.

On the basis of the answers collected, given below are the characteristics of integrated curriculum.

(1) It is child-centred education.

(2) A Chinese proverb, "I hear and I forget, I see and I remember, I do and I understand" aptly underlines the sprit of integrated curriculum in which the emphasis is on learner's active participation in the learning process.

(3) A child derives joy of learning.

(4) Self-learning occupies a place of pride.

(5) It provides opportunities for a child to put into practice his or her ideas.

(6) A theme is divided into a number of units with different objectives.

(7) It creates a meaningful correlation between subjects.

(8) Learning becomes a natural process.

(9) It makes work everyone according to one's capabilities.

(10) It encourages collective as well as individual work.

(11) It develops mutual understanding, friendship and a team

spirit instead of being in the habit of thinking of ones self alone.

1.2 Rationale

Majority of the teachers who responded were of the opinion that prior to the introduction of integrated curriculum children and their classroom did not appear to be a happy lot. According to them the teacher was merely a preacher. Children were forced to be just obedient, they did not learn to think freely or critically.

Teachers expressed the view, that unpleasant atmosphere in the classroom was one of the reasons which compelled a large number of children to dropout from the school.

It was clear that children understood and grasped the integrated approach more easily than when subjects were presented to them strictly in a compartmentalized manner. Teachers were of the view that children gained more knowledge and developed better understanding of the problems in their day today life.

Teachers were of the opinion that the objectives of the integrated approach were to acquire knowledge, attitudes and skills necessary for becoming useful citizens. The objectives of creativity, flexibility, collectivity and a critical consciousness could be better realized. A few teachers even expressed that they could develop mutual friendship with pupils and that students tried to help their weaker and younger counterparts.

A careful examination of the teacher responses revealed that the teachers were fairly appreciative of the facts presented by the Curriculum Development Centre.

1.3 Present Status

(1) Integrated approach is being carried out as a regular programme.

(2) The majority of the subjects except Religion and English Language were taught in an integrated form. The Education Ministry expected all teachers to adopt this new approach but a close examination showed that teachers do deviate from it in many instances.

(3) Integration has been introduced from the kindergarten to grade V.

(4) There were not clear answers to this question. Responses revealed that all other subjects excluding Religion and the Second Language were taught to the students by way of activities in relation to the

environment. Teachers enjoyed the freedom to use their discretion in the selection of activities.

All the children of a class need not take part in one and the same activity simultaneously.

Evaluation of student's progress need not necessarily be at the beginning, middle or end of the year. It could be done continuously as a normal process of teaching and learning. The hand books emphasize the importance of using material which is readily available in the environment. Even waste or discarded material could be used meaningfully.

2. Inputs

2.1 Course Content

The pattern of primary education is common all over the country. Since 1972 Mathematics, Mother tongue, Environmental studies, Creative Activity and Physical and Aesthetic Studies are being taught in an integrated manner at the primary school stage.

Integrated approach at the primary stage is based on themes and concepts. They are environment - oriented and activity - based. According to the present system there are eleven environment based themes.

(a) Our houses and those who reside in them;
(b) What we eat and drink;
(c) Our clothes;
(d) Our help - aids;
(e) School and its environment;
(f) Unity in diversity;
(g) Transport and mass media;
(h) Our helpers;
(i) What we hear;
(j) The earth and planets;
(k) Our immediate environment.

A theme is made meaningful by combining a number of subjects. When a topic is selected from the environment it necessarily involves a number of subjects which have to be interrelated, e.g. the Unit "Play House" could include mathematical concepts, language abilities, social skills, health habits, scientific knowledge and creative talents. One will undoubtedly find an intermingling of the above aspects in similar units.

2.2 Instructional Materials

Children in the primary grades are issued books by the Government free of charge. In each grade from kindergarten

through grade V two books one each for Mother Tongue and Mathematics are supplied to students.

The teachers are of opinion that the course guides from grades I to V make teaching much easier because they include particulars and provide sufficient information about the different units in Mother Tongue, Mathematics, Environmental Studies, Creative Activity, Physical and Aesthetic Activity which have to be taught. Teaching sequences and notes are also provided to facilitate teaching.

Education Ministry has developed teacher handbooks for the Kindergarten and Grades I and II. These include detailed instructions of how to help the child to learn, and how to evaluate his different activities and work.

All schools agreed that the four textbooks in Mathematics compiled by the project committee for the primary stage have given sufficient exercises.

The books "Learning Aids" and "Songs and Poems" compiled by the Curriculum Development Centre, and "Background for Growth and Development" compiled by the Education Ministry were found useful by the primary school teachers. These books help to clarify the objectives of integration.

Teachers have been introduced to the handbooks and syllabuses during in-service training courses. The Curriculum Development Centre publishes a magazine which includes teacher's experiences. This magazine is reprinted at a regional level.

The equipment supplied by the Ministry of Education for the integrated approach was found inadequate. All schools received sets of equipment meant for Mathematics. During in-service training of instructors, work sessions were held to enable them to prepare visual aids for the children.

All regional offices are equipped with equipment to be used by primary school teachers during the course of in-service training sessions.

The master trainer helps primary school teachers to make teaching aids. They are helped to make use of waste or discarded raw material in order to minimize their cost of production.

2.3 Teacher Preparation

The integrated curriculum has entrusted the teacher with more work. They had to put in more work to prepare their lessons.

According to the teachers, a prior preparation of the lesson facilitated teaching. It ensures that the lesson was not monotonous.

The teacher had to understand the child individually. The need to have group work, observation and evaluation too are considered important. During as well as at the end of the lesson the teacher had to evaluate the children's work. Revision of lessons too was considered important. Accordingly teachers complained that they were burdened with more work than before.

(a) The primary school unit of the Curriculum Development Centre in co-ordination with the Ministry of Education trained in-service teachers at the regional level for selected schools.

(b) A training of one and a half months for primary school teachers was held at the teachers training colleges.

(c) Seminars and subject were discussions were held at the school level.

(d) Newsletters were also brought out from time to time.

Some teachers thought that the training provided to them was inadequate to follow the integrated approach.

Teachers received handbooks, course guides, magazines and other books. They were also supplied with lists of supplementary books. Although separate sets of equipment were supplied for different subjects the teachers have found these inadequate.

Sri Lanka faces the problem of inadequate funds for education. It does not permit any expenses on the preparation of equipment for teaching.

2.4 Basic Requirements

Two thirds of those who responded had opportunities of carrying out the integrated course in enclosed, separate classrooms. In remote areas certain deprived school could not provide their children with this facility.

Almost all schools have a classroom equipped with book corner, a play house, environment corner, and sand and water. A few schools had pet animals and fish tanks outside the classroom.

3. Process

3.1 Teaching/Learning Strategies

Majority agreed that since the introduction of the integrated approach there has been a change in the methods of teaching science. Prior to 1972 the teacher used only the lecture method. Now increasingly it has become activity based. Children learn more by observation and comparison.

The teacher assumes the role of a guide and not that of a traditional dictatorial teacher. Teaching does not seem to be monotonous. The teacher adopts different strategies to tackle different situations.

A comparison of the strategies adopted in this integrated approach and the results obtained clearly indicated that the degree of success depends on the attitudes and capabilities of the teacher.

They stated that they adopted the following modes of instruction.

(a) The entire class as one unit;
(b) In small groups; and
(c) Individual pupils.

3.2 Mode of Implementation

Almost all schools agreed that the integrated curriculum did not mean a confinement to the classroom. Since this curriculum is considered as one which has a close relationship with the environment, the teacher has to make use of his or her own experiences in order to make it a complete success. Likewise sufficient knowledge could be gathered by visits to places of interest in the immediate environment and by active participation in it e.g. markets or trade centres in close proximity to the school, and places of worship.

The time alloted for this type of activity depends on the specified time alloted for the related lesson units. All teachers expressed that this type of activity took place during school hours, although there were instances when they had to do it after school hours too.

4. Product

4.1 Programme Evaluation

Surveys conducted revealed that children developed more interest in learning as a result of this method. Children get absorbed in different activities in the classroom as well as outside, at their free will. An improvement in the development of psycho-motor skills of children was visible.

However, inadequacy of resources proved a hindrance in some schools. Teachers who were used to the traditional methods of teaching faced difficulties during the process of adjusting themselves to the new approach.

The teachers were made to work hard through the adoption of this method. However, it needs careful evaluation to arrive at a

conclusion.

The basic abilities of three Rs however get relegated to a secondary position. Children in the upper primary grades have found it rather difficult to benefit from the integrated approach.

A higher rate of improvement owing to the integrated method can also be attributed largely to the training facilities provided to the teachers.

The teachers maintained that the flexible nature of the approach, the freedom to plan units in relation to the environment and constant evaluation together contribute to its success. However, large class size, absence of separate classrooms and inadequate equipment are some factors which hindered the success of this approach.

Surveys conducted revealed that the children in the upper primary grades could not gain sufficient knowledge through the integrated method.

The proposed white paper reforms have taken the followings into consideration to remedy the above defects.

(a) Teaching in grades I, II and III to be in line with the integrated method.

(b) Integrated method to be adopted only partly, in grades IV and V.

(c) It necessary Language, Mathematics and Religion to be taught as separate subjects.

(d) All teachers in the primary section should be properly trained and oriented to integrated approach.

5. Future Prospects

5.1 Prospects for the Future of the Programme

(1) Continue the programme with modifications.

(2) From 1985 the following changes are expected in the integrated approach:

(a) In 1979 the syllabus for the kindergarten included events, people and experiences. Instead the first year syllabus will include 15 units.

(b) In order to provide increased knowledge of Mathematics and Mother Language lessons are to be made more descriptive and teach those subjects

separately when necessary.

(c) Improve and up-date teaching aids and equipment of the primary section.

(d) Have separate prescribed texts for the different grades in accordance with the changes effected.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

1.1 Terms Used

In Sri Lanka the subject 'Religion' is introduced in the primary school in the sense of Ethics and Religious Education. The intention is to provide the child with a knowledge of the Religion he or she practices. It is also for inculcation of good habits in the child.

1.2 General Objectives of the Programme

The responses showed that some schools taught only one religion. There were schools which taught two religions and some others taught more than two. This is due to the fact that certain schools have children of different denominations. Religious education is imparted to children through their schools in places of worship.

The objectives of teaching 'Religion' are:

(1) All children should receive moral education;
(2) Children should be practically oriented to their religion;
(3) Religious atmosphere be created in the school;
(4) Necessary religious knowledge is provided to children to enable them to practice their religion effectively.

1.3 Integration

Majority of the teachers held that Religion was taught as a separate subject in all the grades of the primary section. Since subjects are taught in an integrated form teachers have been able to inculcate good habits, help in character formation and give the children a better understanding and faith in their religious activities in the course of teaching other subjects too.

There is an attempt by every religion to make a person kind,

honest and polite. It also tries to develop mutual understanding and friendship among all.

The two themes "our helpers" and "our unity in diversity" in the subject "Environment" are common to children of all denominations. These two themes provide a practical approach to all children irrespective of their religions.

1.4 Levels

Religious education is imparted to the child from his first year in the primary school.

1.5 Compulsory or Optional

This study is compulsory. There are no optional subjects in the primary school curriculum

1.6 Time Allocation

Time allocated for Religious education per week is as follows.

Subject	1st Year	2nd Year	3rd Year	4th Year	5th Year
Religious activity and Register marking	1.15	1.15	1.15	1.25	1.25
Religion	1.15	1.15	1.15	1.20	1.20

1.7 Minority Groups

Ministry of Education attempts to provide all the children of minority communities similar facilities for the promotion of religious education.

Children of all denominations are provided with free religious textbooks.

However, one school responded that there was no teacher to teach a particular religion to some students in their school. They had to be satisfied only with their textbooks.

There were rare instances of a handful of students not having a teacher to teach them their religion. However, these instances are extremely rare. The Ministry of Education has instructed such schools to employ a religious leader or a teacher

who could do part-time work in order to help these students. Some schools have a combined class for all the students of the primary grades for the purpose of teaching a particular religion.

2. Instructional Process

2.1 Separate Syllabus/Statement of Content

There is a separate syllabus for each grade for all religions.

The contents of the syllabus are as follows:

(1) Human qualities common to all religions;
(2) Modes of worship specific to each religion; and
(3) Biographies.

2.2 Instructional Materials

Schools received some equipment other than the religious textbooks. In addition teachers prepared and used models, charts, maps, graphs, cards, diagrams, flags, statues and other similar objects. Children were taken to places of worship and provided with practical knowledge and experience.

Teachers are provided with syllabuses and handbooks. They are also provided in-service training.

2.3 Development of Materials

Teachers prepared the equipment they needed.

2.4 Free Materials

There were instances when children were provided equipment free of charge. There were also instances where parents supplied their children with the requirements.

2.5 Teachers

It was the class teacher who provided instruction in religious education to his or her class. In schools where there are children of different denominations, the teachers who pursued the same religion alone imparted instruction to the children concerned.

2.6 Training Programme for Teachers

The trainees receive a training in religious education at the Teachers Training Colleges. Teachers who are selected to teach Religion also undergo a training course of 3 months at the Teachers Training Colleges. In addition, the Ministry of Education and the Department of Education conducts in-service training courses in religious education.

2.7 Methods and Techniques Adopted

All the teachers were of opinion that the methods adopted to teach religion were the same as these used to teach other subjects. The only difference was that religious policies and modes of worship were put into practice.

2.8 Co-curricular Activities

The extra curricular activities pertaining to different religions in different schools showed similarities as well as differences. However, the objectives were the same. It could be safely assumed that extra curricular activity was based on course content and objectives. Extra-curricular activities common to all schools could be classified as follows:

(1) Religious festivals and processions;
(2) Sil campaigns, religious sermons and discussions;
(3) Religious excursions;
(4) Social services work (caring for the sick and helping the needy and the helpless);
(5) Programmes of carols, (devotion songs);
(6) Variety entertainments;
(7) Religious knowledge contests; and
(8) Exhibitions of children's paintings, sculpture and writings.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Teachers adopted the practice of constant evaluation of children's knowledge, attitudes and skills in the area of religious education. They make use of oral and written answers, and discussions for the purpose of evaluation.

Evaluation could be formal and informal. Examinations are conducted according to the formal process. Informal evaluation takes place at an unspecified time and at an unspecified place.

3.2 Communication of Results

Children's standard was measured through the process of evaluation. Through discussions, teachers have been able to inculcate good habits and manners in children.

3.3 Rewards/Motivation Systems

Almost all have expressed similar ideas in relation to this question. Some put forward the view that the good work done by the children and their religious knowledge should be graded by using different scales of measurement to encourage the religious education. A good number indicated that publicity should be given at the assemblies to those who have done good work in the school as well as outside, in order that others could be encouraged to perform good deeds.

There were proposals to organize inter-class, inter-school contests and finally to have them island-wide to select the best. These contests should be to assess the knowledge and to evaluate the practical work.

3.4 Programme Evaluation

There is no distinct organized plan of evaluation.

4. Problems and Issues

4.1 Outline of the Problems and Issues

When there were children of different denominations in one class, all the children could not be provided with equality of facilities. For instance there are manifold difficulties and limitations in organizing festive occasions and various religious activities for children of all religions.

The major problem which faces the effective teaching of religion is the scarcity of teachers to teach different religions, e.g. paucity of teachers who are proficient to teach Islam and Christianity in Sinhala medium.

The teachers mentioned that unlike other subjects an evaluation of religious studies could not be confined to the classroom. Although the area of Religious Knowledge could be evaluated in the classroom, its practical approach could not be tested. Observing children's activities and behaviour out of school was important. Evaluation is otherwise incomplete. Due to large numbers of children in a class, teachers found that the time alloted for constant evaluation was insufficient.

Formal education and evaluation in the classroom, however,

enables a child to gain a considerable knowledge of religious education. Student behaviour could be evaluated through the process of discussion. A teacher can have friendly discussions with his or her students pertaining to their behaviour at home, mode of conduct on the roads, dealings with elders and friends, their general attitudes towards people, places and objects, etc.

It is realized that even parents have to co-operate with teachers in this respect.

4.2 Future Prospects

The Ministry of Education hopes to continue the religious educational programme, designed for the primary schools as it is at present.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

In primary education Work-Oriented Education (creative activity) means a child's development of cognitive, affective and psycho - motor abilities in relation to his environment.

1.2 Terms Used

Education in relation to the world of work is commonly called Work-Oriented Education in most countries. In Sri Lanka this field of study is known as Creative Activity in the primary school.

1.3 Reasons for Programmes

Surveys conducted by the Curriculum Development Centre of the Education Ministry points out a number of factors for introducing this subject. Teachers have expressed their ideas on this issue. A complete and effective primary education should be able to bring about a mental and physical development of the child. This education should be practical as a child's development of psycho - motor skills is important. This subject area also helps in personality development.

1.4 Objectives

Main objectives of this programme are:

(a) Fuller development of personality;
(b) A development of child's abilities and skills;
(c) Muscular co-ordination;
(d) Inculcation of dignity of labour;
(e) Training for daily life;
(f) Providing opportunities for free expression;
(g) Development of the affective domain;
(h) Learning to be patient; and to be able to participate in group work;
(i) Spending one's leisure usefully; and
(j) To be self-disciplined.

1.5 Curriculum Areas

The responses showed that this subject was taught in an integrated form along with other subjects.

1.6 Levels

This subject area was taught in all classes in the primary school from the Kindergarten.

1.7 Compulsory

This study was compulsory for all the grades in the primary school.

1.8 Time Allocation

The time alloted for this subject was two hours per week at the primary level in all grades.

1.9 Main Emphases of the Programme

The main emphases of the programme are:

(1) Professional skills;
(2) Dignity of labour;
(3) Make living a success;
(4) Self-discipline;
(5) Inculcation of values;
(6) Personality development;
(7) Spending one's leisure time gainfully;
(8) Collective work or team spirit; and
(9) Making maximum possible use of waste on discarded material.

2. Instructional Process

2.1 Content

There is a separate syllabus for this subject: namely, Designs; Paints; and Expression.

The programme includes the following aspects: Cutting; Tearing; Moulding; and Sculpturing.

2.2 Instructional Materials

The teachers received course guides and handbooks. Some teachers were of the view that they could use relevant reading material from their libraries. The teachers who had the chance of gaining library facilities were from schools in urban areas.

2.3 Development of Materials

The Ministry of Education issues course guides and teachers handbooks to all schools. Majority of the teachers stated that they made their own equipment required for teaching. There were some teachers who were helped by parents in the supply of equipment. It was found that very often children made use of discarded material and objects readily available from their immediate environment.

2.4 Cost of Materials

Children made use of equipment received from the Ministry of Education, parents, well-wishers and from school funds. Eventually children got these equipment free. However, sometimes children were required to procure their own equipment.

2.5 Provision of Materials

The principal makes the provision after due consultations with the teachers and within the available resources.

2.6 Local Resources

The course guide clearly states that this subject area lays the emphasis on physical resources and produce from within the country.

2.7 Special Facilities

There were no responses to say that there were any special

rooms or specific areas of land provided.

Special equipment used varied from knives, hammers and blocks to pairs of scissors needed for cutting. Other equipment needed for moulding and sculpturing was also used.

2.8 Teachers and Training Programme

The class teachers taught this subject and special teachers were not employed for it.

The teachers did not receive any special training in this field. Teachers who were trained for the primary education received instructions in this field during the course of their common curriculum training at the teachers training college. In addition teachers received instruction pertaining to this field during in-service courses.

2.9 Support Provisions

Responses do not indicate of any supporting organizations. Four teachers of affluent schools mentioned that they were helped on different occasions by parents who had specialized in this field.

2.10 Methods

In order to encourage originality and creativity among children the teachers had to act more as guides rather than teachers. They adopted different methods. They created an atmosphere suitable for such development. Children are encouraged to do individual as well as group work. There were a few teachers who said that they provided opportunities to children to view creations of a high standard and thereby improve their creations.

2.11 Co-curricular Activities

Teachers admitted that children are taken on field trips in order to enable them to develop and improve on their creative ability. Field trips include exhibitions, displays and trade stalls. It could be assumed that teachers from rural areas did not answer to this question in view of fact that their schools lacked these facilities.

3. Evaluation and Feedback

3.1 Pupil Evaluation

As a process of constant evaluation of children's creative activity their knowledge, attitudes and skills were taken into consideration by the teachers. Evaluation was carried out by observation of work, by discussions, and also by giving grades for the piece of work.

3.2 Communication of Results

A good piece of work was shown to the rest of the class and duly appreciated. Children's work was exhibited and parents were given a chance to see it. Parents were informed about the nature of their child's performance at the end of each term through the report which indicated the child's academic achievements.

3.3 Programme Evaluation

This programme is being evaluated with the leadership of the circuit education officers in charge of Primary Education.

3.4 Results of Evaluation

Child's creativity was primarily due to the encouragement and guidance provided by the teacher and not so much due to his specialized knowledge.

4. Problems and Issues

4.1 Outline of the Problems and Issues

(1) An examination of the responses collectively makes one understand that the teachers as s whole lack specialized knowledge in this field and this proves to be a hindrance in the development of this field of study. Moreover as a developing nation Sri Lanka lacks financial resources to be invested to bring about an improvement in this field.

(2) Lack of sufficient raw material too is a draw back to implement this programme. This is a problem of the teachers of the deprived schools.

(3) All schools agreed that a constant programme of evaluation could be successfully implemented.

(4) There are two factors pointed out by teachers to show that evaluation of pupils is difficult. Firstly a

large number of students in a class posed a difficulty; and secondly the specific time alloted for the subject was found inadequate.

4.2 Future Prospect

The Ministry of Education hopes to continue the programme as it was.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition

Responses to the questionnaire and discussion with teachers revealed that to them curriculum load meant the overall collective course content of the prescribed subjects of all the grades at the primary level. Some explained that it meant the number of subjects and contents included in the prescribed texts.

1.2 Concerns of Teachers/Parents/Students

Responses did not indicate the concern for curriculum load being voiced by students. However, a few teachers as well as parents had shown a concern. Parents felt that the home-work load entrusted to a child was a heavy one. Teachers were of opinion that the prescribed textbooks for the mother-tongue should be of a better standard in order to enable the students to obtain a larger vocabulary and lay good foundation.

1.3 General Assessment of Curriculum Load

None of the responses indicated that the primary school syllabuses were very heavy, except in the case of two teachers who remarked that they were heavy. Majority said it was right. They were not concerned about the number of subjects.

Teachers wished that the contents of mathematics were more detailed. They also desired the scientific concepts involved in the subject area - like "environment" to be more comprehensive.

1.4 Assessment by Different Dimensions of Curriculum Load

Rating of School Subject Areas

Subject Areas	Scope of Objectives	Difficulty of Course Content	Language used in Textbooks	Length of Course Content	Availability of Time
Religion	KG Grades 1-5: About right	KG Grades 1-5: About right	KG Grades 1,2 Easy. Grades 3,4,5 About right	KG Grades 1-5: About right	KG Grades 1-5: About right
Mother Tongue	KG Grades 1-5: About right	KG Grades 1-5: About right	KG Grades 1-5: Easy.	KG Grades 1-5: About right	KG Grades 1-5: Inadequate
Mathematics	KG Grades 1-5: About right	KG Grades 1-5: About right	KG Grades 1-5: About right	KG Grades 1-5: About right	KG Grades 1-5: Inadequate
Creative Activity	KG Narrow Grades 1-5: About right	KG Grades 1-5: About right	Not applicable	KG Grades 1-5: About right	KG Grades 1-5: About right
Aesthetic Studies	KG Grades 1,2: About right Grades 3,4,5 Narrow	KG Grades 1-5: About right	Not Applicable	KG Grades 1-5: About right	No answer
Environmental Studies	KG Grades 1,2: About right Grades 3,4,5 Narrow	KG Grades 1-5: About right	Not applicable	KG Grades 1-5: About right	KG Grades 1-5: About right

The above table indicates the majority view.

1.5 Factors Contributing to the Problem of Curriculum Load

Differences in teacher effectiveness is an important factor which affects the problem of curriculum load. Absence of adequate facilities is considered as a factor which affects the successful teaching of subjects like Environmental Studies. All teachers unanimously agreed that the fifth standard scholarship examination was useful. It enabled children to get selected for the more popular schools. This however led to the problem of curriculum load. The mechanical methods of teaching contributed to a heavy load.

In certain schools primary school teachers had to bear the burden of coaching students for sports as well as other extra curricular activities. This was a case of work load on teachers as against curriculum load on students.

1.6 Nature and Amount of Homework

The homework assigned was in connection with the lessons taught in the class. In addition, when need arises homework is given to update students' knowledge. Majority revealed that homework did not at any time constitute a heavy load of work on the students. However, a few teachers from the more urbanized schools remarked that the homework assigned to students was a little heavy.

1.7 Effects on Enrolment

There are no answers to the question as to whether the problem of curriculum load affects students enrolment. It could be gathered from a few answers that the nature of severe competition at the exams affects student achievement.

1.8 Major Studies into Curriculum Load

There had been no major studies conducted on 'curriculum load' at the elementary stage in the country. However, surveys conducted on Primary Education in the country makes references to important aspects of curriculum load. Firstly it is found that pupils at the primary stage should be made to understand scientific concepts. Secondly there should be a more improvement in the knowledge of mathematics and mother-tongue.

1.9 Modification and Curriculum

In the light of the feedback it has been considered necessary to modify the curriculum from 1985, as follows:

(1) Basic mathematical concepts and scientific knowledge

are to be included in the curriculum.

(2) The number of units in the subject Mathematics to be increased, and certain units which are felt too heavy are to be simplified.

(3) Physical Education and Creative Activity are to be made two separate subjects from the fourth year.

Vocabulary in the prescribed texts for Mother-Tongue is to be enlarged and improved. Suitable and relevant themes in relation to students' needs, are to be included in other subjects.

(4) Instructional techniques will be pursued as they are. All subjects except Religion have to be modified and given an integrated approach to the extent. However, it is proposed to teach Mathematics and Religion as two separate subjects and present other subjects in a semi-integrated form from the fourth year.

(5) Long processes of evaluation are to be removed, and instead more convenient and gainful methods of evaluation have to be introduced.

CONCLUSION AND PROSPECTS

The percentage of expenditure on education that is set apart by Sri Lanka is far lower than that of the developed nations. But when compared with other developing countries the percentage of expenditure on education is satisfactory and by no means low.

In 1950 the number of children who gained admission to the primary schools was 1.4 million. It increased to 2.7 million in 1970 and to 3.4 million in 1982. It has been estimated that at present there are nearly four primary schools to every 30 square kilometres in the country. This is a blessing to the children of primary school age and this also paves way for the universalization of education.

As per responses given by the Principals and teachers it can be regarded that the implementation of the integrated approach in the primary education, which was introduced about a decade ago, also has led to the increase in attendance in primary schools. A consideration toward children's likes and a practical education have also influenced the regular attendance.

The integrated approach has made teachers prepare their lessons in advance and how a readiness to teach. However, the teachers who are not trained at the teacher training colleges appear to have no adequate understanding of the integrated approach to succeed in teaching.

It could be concluded, that the integrated approach could not provide a sound base for the development of the child's knowledge in the subject areas such as Mother tongue and Mathematics. Therefore, it is necessary to review the integrated approach in regard to these subject areas for they need an in-depth study.

It has been seen that students of minority denominations do not have the same facilities as those for a majority in many schools. Certain schools could not provide a teacher to teach children belonging to minorities. However, this is a requirement that should be fulfilled. The instructions given to the principals of schools indicating the procedure to be followed in such instances, clearly show that the state has also realized the importance of this.

A careful examination of the data collected from the responses to the questionnaire indicates the necessity of having an island-wide systematic and organized method of evaluating these programmes.

It is an important aspect to see that the work-oriented education has contributed to the use of discarded or waste materials that could be obtained from the child's environment.

The principals and teachers also pointed out that their teachers were not specialized in creative activities and it was more appropriate to give in-service training to such teachers to achieve the objectives of this subject area.

As regards the curriculum load the burden of home work was a little too heavy to the primary school child in relation to his or her age.

The development of knowledge in the subject areas of Mother-Tongue and Mathematics is seen insufficient. There should be an improved vocabulary in the prescribed texts for the Mother Tongue. Its vocabulary should also be relevant to the theme adopted.

It is significant to see the implementation of a uniform school curriculum in all schools in respect of primary education in Sri Lanka. But due to the uneven distribution of physical and human resources, educational curriculum cannot be implemented to maintain a common level in all schools. The major innovations, therefore, should be to remedy these deficiencies in the path of achieving the expected objectives.

It could also be stated that if the supply of necessary equipments to the primary schools is increased this system will show better results.

THAILAND

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

Thailand is situated in Southeast Asia, between 5° Latitude North and 20° Latitude North and between 97° Longitude East and 105° Longitude East. The country occupies an area of 513,120 square kilometers. Its north-south axis is far larger than that of the east and west and hence its narrowness has distinct effects particularly in communications and on the preservation of ethnic groups.

1.2 Main Geographical Features

From a geographical point of view, the country can be divided into four regions, namely, the North, the South, the Northeast, and the Central Region.

The North is mountainous with large valleys. The land is very fertile and covered with forest. The inhabitants of this region speak the Northern dialect. Hill tribe people such as the Meo, the Yao, the Lahu and the Karens are minority groups.

The South is also mountainous, fertile, and covered with forest. It has a long rainy season. Here the people speak the Southern dialect. Further south in the border provinces, most people are Muslims and speak Malay.

Northeast is a plateau. Water scarcity in the dry season (December-May) is a big problem in this area. People speak the North-eastern dialect, which is similar to the Lao language. In some provinces near the border, people speak Khmer (Cambodian).

The Central Plains including Bangkok is a low lying area near the sea level. It is by far the richest region in the country. The language spoken is Central Thai, which is also the language of instruction in the schools.

The climate of Thailand is tropical in general with relatively cool climate in the North, and warm and humid in the South.

Differences in climate and land fertility in the four regions play of course an important role, for Thailand has been a predominantly agricultural state since ancient times. At present, approximately 75 percent of the population are in the agricultural sector and live in rural areas. About one-fifth of the land is under rice cultivation.

Thailand is unique in Southeast Asia in the way that it has been an independent country throughout its long history. In 1932, it became a constitutional monarchy. Legislative power is vested in the two houses of Parliament. The House of Representatives has its members elected by the people while those of the Senate are appointed by the King.

1.3 Population

Thailand has a population of 50,060,000 in 1984 with a declining growth rate of 1.6%. The number of children can be classified in age groups as follows:

Ages	Population	Percentage
0 - 4	6,340,000	12.66%
5 - 9	6,274,000	12.53%
10 - 14	6,088,000	12.16%

The percentages of these age groups seem to indicate that of increasing rate rather than declining rate due to the fact that of low mortality rate in lower age group and recent campaigns for lowering birth rate. It should be noted that growth rate in the Northeastern part of Thailand is still high.

1.4 National Education Budget

The percentages of the national budget to both education sector and elementary education are as follows:

Year	Education Sector	Elementary Education
1976	20.72%	10.88%
1980	19.63%	9.87%
1984	20.21%	11.33%
1985	19.43%	10.64%

The above data indicate that approximately one-fifth of the national budget goes to educational sector and over half of educational budget goes to the elementary educational level.

1.5 Religious Composition

Buddhism has had a very strong influence on the educational system. Buddhism is the state religion and the Constitution requires the king to be of this faith. It is approximated that 95% of the population are Buddhists, 3.8% Muslims and the rest are Christians and others.

2. The Educational System

2.1 Structure of the Educational System

Education in Thailand may be said to have assumed its first definite form during the Sukhothai period, particularly in the reign of King Ramkamhaeng the Great (A.D. 1279 - 1300), who in 1283 invented the first Thai alphabet and used it in his stone inscription of 1292. Ramkamhaeng's and other Sukhothai Stone inscriptions told the Thai people of the promotion, during this period, of many aspects of education : moral, intellectual, and cultural. In brief, two levels of education were arranged, one is education for princes and sons of nobles and another is education for the common people.

The basic structure of education for the princes and sons of nobles on the one hand, and for the commoners on the others, as introduced during the Sukhothai period, was adopted by the court and people of Ayudhya, and to a large extent, it still prevailed in the early reigns of Bangkok.

Modernization of education was significantly promoted by King Mongkut (Rama IV) of Bangkok (1851 - 1865). This modernization policy was further pursued by King Chulalongkorn (Rama V) during 1868 - 1910. In 1892 the Department of Education became a full-fledged Ministry of Education and since then new approaches were employed so that more emphasis was placed on 'general education' to achieve literacy, good citizenship, and a better standard of living of the people, through the setting up of Mulsuksa schools (a new type of government primary schools) throughout the kingdom.

In 1912, the first Compulsory Primary Education Act was proclaimed. In 1932, there was a historic change as Thailand adopted the system of constitutional monarchy in place of the traditional absolute monarchy. Since then, a National Educational Scheme was formulated, taking formal recognition of individual educational ability, regardless of sex, social backgrounds, or physical conditions. The National Educational Scheme was time and again reviewed. By 1960, compulsory education was extended to 7 years and each boy and girl is encouraged to pursue the education most suited to his or her aptitudes.

With the implementation of the 1977 National Educational Scheme, the educational system was changed from 7-3-2-4 to 6-3-3-

4 whereby a six-year primary schooling is compulsory. The new system as launched in May 1978, beginning with only one grade at both the primary and secondary levels and moving steadily until the cycle of 6 grades of both levels was completed in 1983.

Figure 1: The 1977 National Educational Scheme

Pre-Primary Education	Primary Education	Secondary Education		Higher Education
		Lower	Upper	
				Teacher Training 1 2 3 4 1 2
				University 1 2 3 4 5 6 1 2 3 4 5 1 2 3 4
Flexible	1 2 3 4 5 6	1 2 3	General 4 5 6	
				Vocational/ Technical 1 2 1 2 3 1 2 3 4
			Vocational 4 5 6	
			Military/Police 1 2 3	1 2 3 4 5
		Music/Dramatic Arts 1 2 3	4 5 6	1 2
Approximate Age	6 | 7 ——— 12	13 — 15	16 — 18	19 ——— 24

Elementary school curriculum has been changed according to the implementation of 1977 National Education Scheme. Formerly the elementary school curriculum was subject-wised, consisted of Thai language, basic Mathematics, Science, Geography, History, Health, Physical Education, Moral, Art and Craft, and Music. Teaching and learning were much emphasized on content approach and bookish activities. Evaluation of pupil learning was emphasized on the end-of-year examination of each grade which failed a lot of pupils.

The present elementary school curriculum which has been launched in 1978 has been originally grouped into 4 areas. The first is Tool Subject* which includes Thai and modern mathematics. The second is Life Experiences which is the combination

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* Tool Subject sometimes is referred to as basic skill subject.

of natural science, social studies and health education. The third is Character Development which includes physical education, moral education, music, etc. The fourth is Work-Oriented Education which includes housework, agriculture and art and craft. Later on in 1982, a new area has been added. It is called Special Experience Area which comprises English or work education as elective courses for grades 5 and 6.

This 1978 elementary school curriculum provides not only contents and concepts to be taught but also the detailed behavioral objectives. Teaching and learning are centering around children's abilities in terms of thinking, doing, and feeling. Evaluation of pupil learning now depends very much on internal assessment by school. But the end-of-year examination at grade 6 by external authority, namely, district educational officers still remains.

2.2 Statement of the Objectives of Elementary Education

Elementary education aims at providing basic knowledge and skills as well as maintaining literacy and mathematical skills. It provides practical experiences leading to the world of work and good citizenship under the democratic system with the Monarch as the Head of the State. General objectives of elementary education can be specified into 4 categories, namely, (1) the development of character which emphasizes on self-reliance, self-discipline, diligence, honesty, etc.; (2) basic skills for daily living which include Thai language, mathematics, working habit, cooperative, etc.; (3) happy life which includes adjustment to environmental and social changes, belief and faith, wise use of leisure times, etc.; (4) citizenship which emphasizes on democratic system with the Monarch as the Head of State, values in culture, international understanding, etc.

2.3 Role of the Different Agencies

The agencies concerning educational development can be classified into two levels: the national level and the local level. At the national level, in dealing with the decision on educational policy, the Ministry of Education in collaboration with the Office of the National Education Commission is responsible for setting and deciding all educational policies. With regard to curriculum development, the Curriculum Development Centre which is attached to the Department of Curriculum and Instruction Development (formerly the Department of Educational Techniques) of the Ministry of Education is responsible for the development of elementary school curriculum through the committee appointed by the Ministry of Education. Implementation of the elementary school curriculum, however, is under the responsibilities of various departments. The Department of Curriculum and Instruction Development is responsible in the sense that it provides all curriculum materials, e.g., teachers' guides, cur-

riculum guides, and evaluation guidelines and forms to the school. The Departments which have administrative functions to schools such as the Office of the National Primary Education Commission, the Office of the Private Education Commission, etc. are responsible for the implementation of curriculum in the schools.

At the local level, the Offices of Regional Education are permitted to make some modifications of the curriculum to be suitable for local needs especially in work-oriented education area.

It should be noted also that coordination of the overall processes of curriculum development is also the responsibility of the Curriculum Development Centre of the Department of Curriculum and Instruction Development.

2.4 Years of Elementary Education

Elementary education in Thailand forms one single unit, taking 6 years to complete the course. Compulsory education is that which requires every boy and girl to attend schools up to grade 6 or up to year 15 in case of repeaters in some grades.

2.5 Class Size and Pupil-Teacher Ratio

The national average class size of elementary education is 25 per class in 1980. This number of class size is declining according to the declining of population growth rate. The range of class sizes is varied from 10 in one province to 45 in another province. The average pupil-teacher ratio is now 19.

2.6 Organization of School Programme

The total number of periods per week is 75. The duration of each period is 20 minutes. The total duration of one school day is 6 hours mostly from 9:00 in the morning to 3:00 in the afternoon. There is one hour recess period between 12:00 (noon) to 1:00 in the afternoon. The schools are required to be open at least 200 days per year. It should be noted that pupils in grades 5 and 6 are required to study English or work education for another five hours a week.

All subjects are compulsory except English language and work education at grades 5 and 6. Those pupils who do not take English have to take work education as elective subject.

2.7 Time Allotment for Subjects per Week (in periods, each of 20 minutes)

The total number of periods per week classified in terms of

subjects is presented in Table 1. It can be concluded that more periods are spent to Thai Language and Life Experience at the first and second grades, and Work-Oriented Education at the fifth and sixth grades.

Table 1: Time Allotment for Subjects per Week Classified by Grades

Subject	Grade 1	2	3	4	5	6
Thai language) Tool Subjects	26	26	15	15	10	10
Mathematics)	11	11	11	11	9	9
Life Experiences	29	29	15	15	19	19
Character Development	6	6	19	19	15	15
Work-Oriented Education	3	3	15	15	22	22
Special Experience Subject (English or work Education)	-	-	-	-	15	15

Note: (1) Marks are provided on a five-scale basis, i.e.,: 4 = Excellent (80% and more), 3 = Good (70-79%), 2 = Fair (60-69%), 1 - Pass (40-59%), 0 = Poor (below 40%).

(2) Due to flexibility of programming, some topics may be taught in 2 or more periods at a time.

3. Qualifications and Training of Teachers

3.1 Qualification for Entry to Teacher Training Programme

Presently teacher training is 4 years beyond grade 12. Formerly there were different types of teacher training e.g. a two years beyond grade 10 and a two years beyond grade 12.

3.2 Duration of Teacher Training Programme

Most teachers of elementary schools hold Primary Teacher Certificate which was 2 years beyond grade 10 and/or Secondary Teacher Certificate which was 2 years beyond grade 12. Teacher training in the college now is emphasizing on two-year and four-year programmes beyond grade 12, i.e., Secondary Teacher Certificate and Bachelor's degree in Education. It should be noted, however, that training for elementary school teachers are mostly two-year programmes. In addition, there are some vocational

teachers who finish 2 years of technical training in vocational colleges. These teachers might lack teaching abilities. Therefore, a number of in-service training programmes have been organized. Besides, in the last few years many teachers are upgraded to bachelor degree by Practicum Programmes provided by all of the 36 Teacher Colleges and open universities.

3.3 Content of Pre-service Training Programme

The course content of teacher training programme for elementary education major (two-years Secondary Teacher Certificate programme)is as follows:

(1) Foundation Courses

(a) Thai Language (Usage and Spoken for teacher)
(b) English (Basic English)
(c) Library Science
(d) Art Appreciation
(e) Philosophy
(f) Government Economic and History
(g) Basic Mathematics
(h) Physical Science and Biology

(2) Required Courses

(a) Elementary Education
(b) Development Psychology
(c) Education Psychology
(d) Methods of Instruction
(e) History of Thai Education
(f) Evaluation and Measurement

(3) Instructional Methods Courses

(a) Teaching Tool Subjects
(b) Teaching Life Experiences
(c) Teaching Character Development
(d) Teaching Work-Oriented Education

3.4 Selection of Principals

Selection process for Heads/Principals of elementary schools is very much dependent on knowledge testing by using paper and pencil test. Some selection process such as interview is also used.

3.5 In-service Training Programme

The in-service training provision for teachers is given in various ways:

(1) through supervising process by provincial and district supervisors. One or two supervisors seem to be understaffed for one educational district with about 40 schools;

(2) through teacher manuals provided by the Department of Curriculum and Instruction Development and the Office of the National Primary Education Commission;

(3) through meetings and seminars organized by the Curriculum Development Centre and other supporting agencies.

4. Research

4.1 Significant Research

Significant researches carried out in the elementary curriculum area during the last 5 years are mostly concerned with the evaluation researches which will be discussed briefly as follows:

(1) Evaluation research on work-oriented education done by the Division of Educational Research, Department of Curriculum and Instruction Development. The results showed that teachers preferred to emphasize on teaching basic skill subjects rather than on work-oriented education but pupils responded that work-oriented education programme was more fun. It should be noted here that even though instructional plans were provided, many elementary school teachers did not teach in congruence with the written curriculum but inclined to teach from their own hidden curriculum.

(2) Evaluation research on elementary education done by the Office of the National Education Commission and secondarily analyzed by Kamol Sudaprasert* showed that there were regional disparities of educational development in Thailand. Take pupil's achievement as an example, mean scores of Thai and Mathematics of grade 4 pupils in one province of the Northeast was equal to mean scores of grade 3 children in one province of the Central Plain on the same tests. Causal analysis showed that pupil's achievements depend very much on children's entry behaviour to curriculum, parent's level of aspiration and socio-economic status, school's quality, teacher's quality and even principal's quality. In 1981 the Office of the National Education Commission, also using causal model, studied the determinants of primary school efficiency in Thailand with

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* Kamol Sudaprasert, "School Cluster System in Thailand: An Evaluation of Some Aspects of Education Innovation", Unpublished dissertation, Florida State University, 1983

another sample.* It was found that pupils in Bangkok and the central region have obtained the highest achievement scores (cognitive, non-cognitive and total scores) while pupils in the northeast region have obtained the lowest scores.

5. Problems and Issues in Elementary Education

5.1 Problems and Issues

Some problems and issues in elementary education will be discussed in the following topics:

(1) Failure of pupils and dropout at the elementary school level still exist in the case of Thailand. More than 10 percent of pupil in the first grade have not been promoted to the second grade each year and there are same repeater rates of children in the other grades. Educational data show that the age of first grade pupils ranges from 6 to 14 years which show some failure and dropout number. The survival rate of the elementary school children is now 64%. The problem of failure and dropout is very relevant to the problem of poverty of the people in rural and slum areas where school system should be strengthened not only in method of teaching but also school facilities to children as well.

(2) It should be noted that compulsory education for all children of 6 years of elementary schooling has been completely enforced for the whole country since 1977. According to the 1982 data provided by the Office of Educational Planning of the Office of the Permanent Secretary of Education, Ministry of Education, the elementary school age population (7-12 years) is 7,814,702 and the number of children in the schools is 7,413,571 or 94.9%. The other 5.1% who did not attend the elementary schools are the dropouts, handicapped and mentally retarded including those in the remote rural areas.

(3) The other major problems and issues in elementary education of Thailand are:

(a) Problem of small schools. According to family planning and the growth rate declining to 1.6, the number of pupils in each school is decreased. It

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* Office of the National Education Commission, Office of the Prime Minister, "The Determinant of Primary School Efficiency: An Evaluative Study of Primary School Efficiency in Thailand", 1982.

is expected that there will be about 3,000 schools having less than 100 pupils. At the same time average pupil-teacher ratio is now 19 per one teacher. In many schools pupil-teacher ratio is less than 10 which is not economical in a developing country such as Thailand. However, since teachers are government officials it is very difficult to take them out of the job.

(b) Even though there are a lot of teachers, many of them are not qualified. Many of them do not have any teaching certificates.

(c) Quality of elementary education is not up to the standard required by the national curriculum. Policy and practices on quality improvement are badly needed.

(d) The practice of one-teacher-teach-one-subject approach where there is a redundancy of teachers is a problem leading to lacking of integration of subjects such as Thai language. This also leads to the complaint from parents that their children cannot read and write properly.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Context

1.1 Definition

In Thailand, curriculum integration means organization of the content and the teaching-learning process around themes or problems which require interdisciplinary learning.

Thailand has attempted an integration of subjects in the area called 'life experiences', for which the contents of social studies, natural science, and health education have been completely integrated, obliterating their specific subject-contours.

The second variation of curriculum integration in Thailand relates to integration among the areas of learning experiences. Using the area of 'life experiences' as the centre, relevant parts of 'character development' and 'work oriented education' have been combined to form themes or learning units.

1.2 Rationale

Reasons led to the development of integrated curriculum are as follows:

(1) To escape the compartmentalization of knowledge caused by subject-based curriculum;

(2) To reduce the overlapping of subject-matter content and the curriculum load;

(3) To present the learning units more systematically and more in tune with pupils' needs and nature of learning, that is, through a variety of activities which cut across the fragmentation of the subject areas and disciplines;

(4) To reduce the numbers of textbooks for primary school children.

Educational objectives expected to be achieved through integration are:

(1) To equip pupils to learn to solve social and life problems through integrated knowledge and experiences; and

(2) To help developing the child's total personality.

1.3 Present Status

Integration in Thailand has been established as a regular programme since the promulgation of the present elementary school curriculum in 1978.

Full integration has been adopted for the area of 'life experience' whereas partial integration has been adopted for the area of 'character development education' and 'work-oriented education'

Integration has been introduced in all primary grades (grades 1-6).

Kinds of integrated activities:

(1) Syllabuses: integration of learning objectives, concepts and content.

(2) Textbooks: integration of content.

(3) Instructional plan: integration of objectives, concept, content, and teaching methodology.

(4) Classroom teaching/learning situations: integrations of teaching methodology, and classroom activities.

2. Inputs

2.1 Course Content

Subjects which have been integrated are:

(1) Life Experiences: (social studies, natural science, health education).

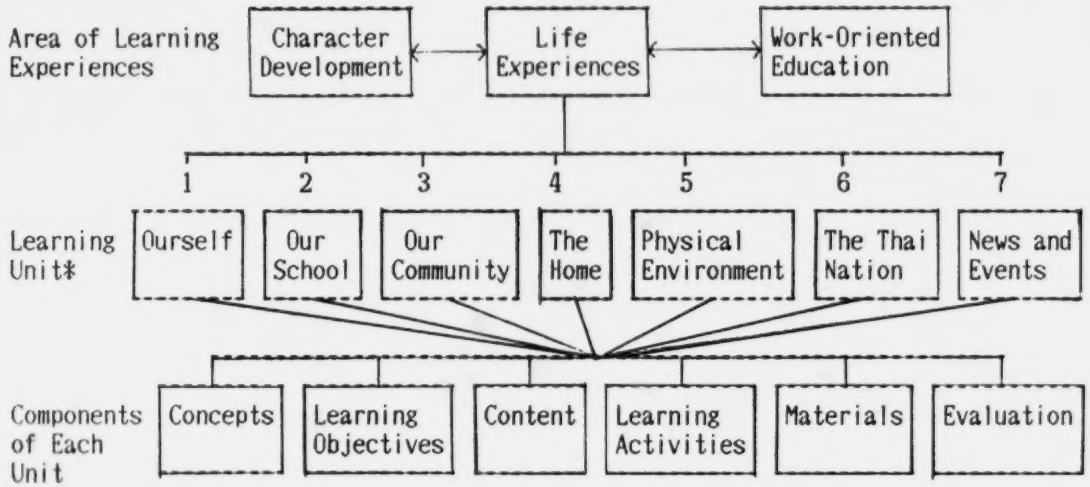
(2) Character Development: (moral education, art education, music and movement, physical education, and character development activities).

(3) Work-Oriented Education: (housework, agriculture, and art and craft).

Integration in elementary school curriculum in Thailand is based on themes/units as shown in the following charts.

Figure 2: Integration Among the Areas of Learning Experiences

Example of Instruction Plan of Grades 1 - 2



Source: 1978 Elementary Curriculum Handbook (in Thai), Department of Educational Techniques, Ministry of Education, (Chong Chareon Press). Bangkok, 1977

*Note: (1) In Grades 3-4 there are eight learning units, i.e., 1) Living Organisms; 2) Family Life; 3) Our Environment; 4) The Thai Nation; 5) Earning a Living; 6) Energy and Chemical Substances; 7) Universe and Space; 8) News, Events and Important Days.

(2) In Grades 5-6 there are 12 learning units. The first seven units are the same as these for Grades 3-4. The remaining units are as follows; 8) Transportation and Communication; 9) Our Neighbouring Countries; 10)

Population Education; 11) Politics and Government; 12) News, Events and Important Days.

2.2 Instructional Materials

Textbooks: Textbooks are provided for pupils from grades 3 to 6. Grades 1 and 2 pupils use only exercise-books. Pupils do not have to own the textbooks but the schools must have at least 10-20 copies for each class (of about 25 pupils) for them to read.

The textbooks, as all other elementary textbooks, are prepared by the Curriculum Development Centre and the Book Development Centre which are under the same Department to be used together with the integrated instructional plans. Each textbook comprises several stories, each of which is relevant to units or sub-units of 'life experiences' in each grade level. For example, in grade 5 where the pupils have to learn about the neighbouring countries the textbook contains one chapter called 'Our neighbouring countries'. The chapter comprises 3 stories: Letter from Land of the Rising Sun (Japan), Lands of the Green and Clean (Singapore and Indonesia), and Class Report (Malaysia and the Philippines). Main characters are pupils, one receives a letter from his father telling about his trip in Japan, the others discuss with their relatives about the countries they visited and some are doing the classroom report on other countries.

At the end of each story, conclusions or questions are presented to give the pupils food for thought and suggestion for further activities.

Integrated instructional plans: The integrated instructional plans are provided by the Curriculum Development Centre for teachers of all grade levels. Instructional plan for each grade explains, in detail, for each topic in each learning unit. It comprises the main concepts, learning objectives, approximate time spent, classroom activities, materials, and evaluation, all of which are presented in an integrated manners between life experiences and relevant parts of character development and work-oriented education.

Supplementary readers: The integrated supplementary readers are developed by both the Curriculum Development Centre, the Book Development Centre, and the private enterprises. The schools are recommended to have them in the school library or classroom corner library. Some of the readers are given free for the schools by the Curriculum Development Centre and the Office of National Primary Education Commission.

Pictorial packages: Several sets of pictures together with explanations for usage in teaching integrated class are provided by the Curriculum Development Centre for the teachers to use.

2.3 Teacher Preparation

Majority of the teachers reported that at the beginning of the curriculum implementation, they found their work load increased, especially in preparation for classroom activities and instruction, since this integration approach was then unfamiliar to them. However, most of them are now getting used to this new approach and do not think their work load is considerably increased.

In-service training programmes were organized by the Curriculum Development Centre in collaboration with the Office of the National Primary Education Commission during the first few years of the curriculum implementation to enable the teachers to teach the integrated units effectively. Handbook was also provided to use during the training programmes.

At present, for each academic year, at least one training-cum-seminar has been organized at the Curriculum Development Centre where representatives of teachers from all of the 12 educational regions throughout the country have been invited to attend. Problems and issues of curriculum implementation have been discussed, and suggestions or demonstrations of ways to cope with them have been presented.

Several other in-service training programmes aiming at promoting teacher's efficiency have been organized also by other institutions such as Teachers' Training Colleges and the Universities' colleges of education.

In addition, several master video-cassette tapes were produced by the Curriculum Development Centre to demonstrate examples of effective integrated teaching. These tapes have been copied by school clusters to use during their meetings. They are also owned by many large-sized leader schools.

Most of the schools have provided library service and facilities for the teachers to use. Examples of them are films, slides, source books, maps, globes, information centres in which the pupils can work in group or individually, etc. Varieties and qualities of the services and facilities, however, varied among schools of different sizes and locations.

Many of the schools, especially those private ones in the cities, also provide transportation to take the pupils to visit many interesting places referred to in the textbooks or supplementary readers, such as the zoo, the park, the planetarium, etc.

Regarding the professional guidance available for teachers, all schools reported that they have teachers' meeting at least once a week. In small-size schools all teachers meet together whereas the medium or large-size schools have divided teachers into groups according to grade levels they teach. In the meet-

ings, discussions are made and advice and consultations are given mostly by senior teachers or by the Office of the Primary Education Commission local officers who sometimes join in the meeting.

In addition, approximately twice a year, teams from Curriculum Development Centre visit a number of randomly selected schools on a follow-up and supervision study. Financial support has also been transferred from the Department of Curriculum and Instruction Development to each Office of the Provincial Primary Education Commission to help, in part, to conduct its own curriculum follow-up and supervision. It should be noted here that the Offices of the Provincial Primary Education Commission are attached to the Office of the National Primary Education Commission. The follow-up guidelines have been given to all provincial offices but follow-up schedule depends very much upon each office's convenience. Professional guidance has always been made for the teachers during each of these follow-up and supervision trips.

2.4 Basic Requirements

Majority of the teachers reported that, for the teaching of integrated units, there has been some moderate modifications of physical facilities in terms of re-arranging pupils' seats to suit the particular lessons, setting up classroom corner library, arranging the pictorial boards at the back of the classroom, etc.

Transportation facilities to take the pupils to visit interesting places are also provided in many schools, mostly those located in the cities.

3. Process

3.1 Teaching/Learning Strategies

As a result of the introduction of the integrated units in primary school curriculum, there has been a remarkable changes in teaching methodology:

(1) Most teachers encourage active participation, the pupils have more opportunities to discuss and express themselves rather than just sit and listen.

(2) Class demonstrations or simple experimentations have been used more often instead of lecture-dominated method.

(3) Pupils are encouraged to practically work in small groups rather than do everything on their own.

(4) More teachers are less rigid in keeping the classroom strictly in good order. Pupils have more freedom to

talk or move around so long as it does not disturb the others or break the class rules.

Mode of instruction generally followed by majority of teachers in the integrated units is the combination of whole group and small groups. That is, the teachers explain or demonstrate to the whole group first, and then discuss and explain in small groups as the pupils do the group work.

Individualized mode of instruction is also followed by the teachers for some particular cases mostly for the slow learners for which the use of group leaders or peer teaching can also be used as another source of remedy.

3.2 Mode of Implementation

Implementation of integrated units is confined to classroom only except for some activities in which the pupils have to go out to observe the external environments.

4. Product

4.1 Programme Evaluation

Evaluation of the integrated approach to syllabus organization and to teaching has been done by the Curriculum Development Centre and other institutions through series of follow-up, questionnaires, and seminars. Major findings of the evaluation can be summarized as follows:

(1) Overlapping among subjects' content has been reduced to a very great extent. Nevertheless, some overlaps are still intentionally left to remain because their points of emphases are different.

(2) There are still many topics in character development and work-oriented education which are not included in the integrated instructional plans. In grade 1 syllabus, for example, 7 out of 30 qualities to be emphasized in moral education are taught separately, that is, they are taught as moral education units in the character development instruction plan not in the integrated one.

There is a suggestion that, particularly in grades 1 and 2, integrated approach should be applied to the greatest extent to encompass as many subjects/areas as possible.

(3) Even though the integrated instructional plans do not include the area of tool subjects (or basic skills development), all teachers have automatically integrated many of the learned basic skills with other

areas in their actual classroom teaching. In teaching the integrated units of life experiences, for example, when the teachers ask the pupils to write reports on any particular topics, they have integrated skill in written Thai even if most of them are unaware of this variation of integration.

(4) Majority of teachers emphasize, in their teaching, more on cognitive domain rather than the affective and psychomotor ones. This kind of emphasis has caused some little drawback in the effectiveness of integrated approach since the teachers tend to pay more attention on content than the problem-solving process which is the aim of integrated programme.

(5) Integrated approach to classroom teaching has created a pleasant learning atmosphere especially to the pupils. They are reported to be cooperative and enjoy learning those integrated units which to them are interesting, enjoyable, and meaningful.

The pace of progress in the implementation of the integrated approach has so far been considered satisfactory. As mentioned earlier in 2.3, at the beginning the teachers were unfamiliar with the approach that many of them tried to avoid the integrated instructional plans. However, the following steps were undertaken to ensure the success of the programme:

(1) Series of in-service training programmes were provided at the beginning of the implementation and continued during the following first few years so that all teachers have now been trained.

(2) Teachers' Training Colleges have revised their curriculum so that integrated approach to classroom instruction has been included in the pre-service training programme.

(3) A number of handbooks, occasional papers, Curriculum Development Centre's journals, etc., have been sent to all schools to convey the ways and means of conducting the integrated units.

(4) Series of follow-up-and-supervision school visits have been organized consistently throughout the years by officials from the Curriculum Development Centre and the Office of the National Primary Education Commission.

(5) Series of training-cum-seminar have been held from time to time at the Curriculum Development Centre.

(6) Schools are encouraged to join together and to learn from each other how to implement the curriculum effectively through many projects such as Clustered School

Project, Leader-School Project, etc.

5. Future Prospect

5.1 Prospect for the Future of the Programme

In the light of Thailand's experiences with the implementation of the integrated programme, it is very much likely that the programme is to be continued with some moderate modifications.

Modifications are likely to be in the following aspects:

(1) Course content: Integration of tool subjects with other learning areas is to be taken into consideration. Also to be reviewed are the un-integrated parts of character development and work-oriented education to make the integration as complete as possible.

(2) Instructional materials: More low cost instructional materials will be provided. Handbooks on how to use or how to make them will also be given to the teachers.

(3) Teacher preparation: Training programmes or seminars emphasized particularly on problem solving approach are to be promoted.

(4) New dimension of integration: The integration which cuts across grade levels will be taken into consideration to help solving problems of many under-staffed small-size schools in the remote areas.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

1.1 Definition of Terms Used

Definition of terms used in this area is as follows:

Moral education: an area of curriculum concerning character, behaviour, or actions considered as being good by societal standards. In elementary level, 30 good qualities are emphasized, e.g. gratitude, honesty, patience, etc.

Religious education: an area of curriculum dealing with some particular religions emphasizing their beliefs and observances. In the elementary level, content of religious education particularly Buddhism has been integrated in life experiences area.

1.2 General Objectives of the Programme

(1) To be able to control one's actions, bodily, verbally, as well as mentally, within reasonable limits, not to harm oneself, and be able to contribute to the development of oneself and of society.

(2) To be habitually responsible for one's actions.

1.3 Integration

Moral education in the elementary school curriculum of Thailand is mainly taught as a subject by itself within the framework of character development area. However, all of the elementary school teachers are suggested and encouraged to integrate concepts and activities of moral education programme with their subjects as much as possible especially those who teach life experiences and work-oriented education.

Example of such integrated approach can be found in "Grade 2, Life Experiences' Instructional Plan", sub-unit called "The Pleasant Home" where 10 of the 30 qualities emphasized in moral education are integrated in the plan. Those 10 qualities integrated in "The Pleasant Home" are responsibility, generosity and sacrifice, to be industrious, gratitude, unselfishness, neatness and carefulness, discipline and punctuality, cultured behaviour, to follow principles of living together (cooperation, forgiveness, sacrifice, etc.).

1.4 Levels Offered

Moral education starts at grade 1 in he elementary level.

1.5 Compulsory Provision

Moral education is compulsory for all elementary school grades (grades 1-6).

1.6 Time Allocation

Time allocation for moral education (as seen in Table 2) has been provided in terms of periods (each of 20 minutes) per year which makes it flexible enough for the teachers to adjust the numbers of periods per week (40 learning weeks per year) themselves.

Table 2: Time Allocation for Moral Education (periods per year)

Grade	Integrated with Life Experiences	Taught Separately
1	150	20
2	135	35
3	70	80
4	30	120
5	10	120
6	-	130

1.7 Minority Group

The minority group pupils have to follow the same study in moral education which does not emphasize any particular religions or beliefs. However, when it comes to the unit of Buddhism in life experiences, those minority groups, particularly the Muslims, are allowed to study their own religions instead.

2. Instructional Process

2.1 Statement of Content

The content of moral education is separately stated in the elementary school syllabus under the character development area. However, it is given not by grade but in a block content outline of moral education from grades 1-6. Only in the instructional plan of each grade level that the separate details of content suitable for a particular grade are suggested.

The content outline of moral education (grades 1-6) is given in the form of 30 qualities to be emphasized as follows:

(1) To abstain from causing harm to human and animal life.
(2) Loving kindness.
(3) Not to covetous and not to steal.
(4) Generosity and sacrifice.
(5) Not to violate what others cherish.
(6) To follow the moderate way of living.
(7) Not to tell lies, not to abuse, not to conceal the truth, not to cause enmity among friends and not to use obscene language.
(8) Truthfulness and sincerity.
(9) To avoid harmful drugs.
(10) Mindfulness, self-control.
(11) To be reasonable.
(12) To have moral shame and fear of evils.
(13) To be industrious.
(14) Patience.

(15) Courage and self-confidence.
(16) Gratitude.
(17) Honesty.
(18) Concentration, self-control and a peaceful mind.
(19) Unselfishness.
(20) Neatness and carefulness.
(21) Responsibility.
(22) Fairness and impartiality.
(23) Discipline and punctuality.
(24) Willingness to accept changes.
(25) Personal behaviour in terms of eating, sleeping, using the lavatory, dressing, and relations between the sexes.
(26) Manners for expressing respect, apologies, thanks, request, refusals, disagreement, congratulations, sympathy and enjoyment.

(27) To follow principles for living together: co-operation, sacrifice, forgiveness, generosity, acceptance of others' ideas, and sympathy.
(28) Cultured behaviour.
(29) Loyalty to the nation, religion and monarchy.
(30) Self-improvement with regard to following moral codes, law, order, and tradition.

2.2 Instructional Materials

Available instructional materials for moral education are:

(1) Pupils' materials: printed materials (supplementary readers, newspapers, pamphlets, songs and slogans concerning morality) and non-printed materials (papers and drawing sets, sand boxes, models, masks, etc.)

(2) Teachers' materials: instructional plans including information about units to teach at each grade level, time spent, instructional methods, materials, and pupils' evaluation; moral education sets of flip charts to use in class.

2.3 Development of Materials

Supplementary readers, instructional plans, and flip charts have been selected and/or developed by the Curriculum Development Centre, Ministry of Education. The rest of the materials stated above are provided by the schools and the teachers.

2.4 Free Materials

All materials are given to the pupils for free.

2.5 Teachers

Classroom teachers are the ones who teach moral education for grades 1-2 in most of the schools. For grades 3-6 most schools have special teachers to do the job. Some schools especially those located near the Temples usually request the monks to give special lectures concerning morality from time to time.

2.6 Teacher Training Programme

In-service training programmes have been widely organized for moral education teachers because it was found that the pre-service training programme provided in the Teachers' Training Colleges was not enough to equip the teachers in this area.

2.7 Methods and Techniques

In the lower grade levels, most teachers use story-telling or role-playing to lead the pupils into the study. Question-and-answer sessions and group discussions are also used by most teachers. In the upper grade levels, group discussions, value clarifications and role-playing have been found using by most teachers.

Teachers of elementary levels have always been reminded to integrate morality especially those 30 desirable qualities with the regular topics they teach as much as possible. The pupils then should be aware that moral education is not just a particular subject to learn but an important part of their daily learning and daily life too.

2.8 Co-curricular Activities

Some major co-curricular activities which reinforce school learning are, for example, visit to the temples, awards for good conduct pupils, slogan contests, Thai culture and tradition week, etc.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Most teachers evaluate their pupils through observations of the pupils' conducts. Practical or behavioral aspect is emphasized more than theoretical one. Paper and pencil tests are also used for cognitive part of religious education.

3.2 Communication of Results

Results of the evaluation are shared among teachers because all teachers cooperate to instill good conducts into all pupils. The pupils themselves are informed about the results and are encouraged to do self-evaluation and to improve themselves.

3.3 Rewards System

Rewards for good conducts are provided to the pupils by most school teachers and principals. Some rewards from the Buddhist Associations are also provided very often.

3.4 Programme Evaluation

Moral education programme has been evaluated firstly at the experimental stage and secondly at the implementation stage.

3.5 Implementation of Programme Evaluation

Moral education programme was evaluated through the Curriculum Development Centre follow-up studies by means of questionnaires, school visits and interviews, and seminars.

3.6 Results of Evaluation

Results of the evaluation showed that most school administrators and teachers agreed that the existing moral education programme was very appropriate for the primary school pupils. However, the teachers found that it was difficult to evaluate the pupils' achievement in this area since it was not the cognitive domain which was emphasized but the affective one which was more difficult to assess.

4. Problems and Issues

4.1 Problems and Issues

Following are problems and issues related to some particular aspects of moral education.

(1) Development of the programme:

The difficulty in selection of qualities to be emphasized which must be those which could be followed by all pupils regardless of their religions.

The difficulty in preparation of instructional plans especially where to integrate the content of moral

education with other subjects.

The difficulty in preparation and/or selection of materials especially the supplementary readers.

(2) Implementation:

The difficulty in organizing the effective in-service training programmes for all teachers concerned within a very limited budget of the Office of the National Primary Education Commission and the Curriculum Development Centre.

The differences between pupils' background and schools' environments which, in many cases, caused some conflicts in the mind of the pupils.

The difficulty in dealing with schools in the areas where majority of people were not Buddhists, to convince them that teaching of moral education did not have anything against their particular religions.

The lack of confidence of some teachers to teach some topics such as drugs, and some personal manners, and the difficulty to find some resource persons to give special talk.

(3) Evaluation:

Teachers' lack of knowledge to construct tests to assess pupils' achievement especially in affective domain.

The difficulty to make sure that all good qualities have been permanently instilled in the pupils.

4.2 Future Prospect of the Programme

It is very much likely that the programme will continue with some modifications in the instructional plans and in-service training programmes. The emphasis of the modification will be to provide clear and easy-to-follow information for the teachers especially on evaluation of pupils' achievement. In this regard, the Office of the National Primary Education Commission will work closely with the Department of Curriculum and Instruction Development (Curriculum Development Centre and Test Bureau) and the Office of the National Cultural Commission under the Ministry of Education.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

In Thailand, particularly in the elementary school curriculum, the term work-oriented education means an area of learning experiences dealing with working-habit formation, practical work and establishment of a vocational foundation. Work-oriented education is divided into 3 parts, housework, agriculture, and art and craft.

1.2 Terms Used

Other terms used in elementary curriculum are work education, vocational/career education. These terms are defined as follows:

Work education: a field of study in the secondary level dealing with knowledge and skills in doing kinds of work which are beneficial for the students' daily life without taking into consideration the profits earned.

Vocational (Career) education: a field of study in the secondary level dealing with knowledge and skills in doing kind of work which the students can take for their future career.

1.3 Reasons for the Programme

Reasons for including work-oriented education in the elementary school curriculum are as follows:

(1) To equip majority of pupils who terminate their formal education at grade 6 with working-habits and basic skills to be able to enter the world of work with some further training.

(2) To form a foundation for work education and/or vocational education in the secondary level

1.4 Objectives

General objectives of work-oriented education are as follows:

(1) To develop knowledge and skills basic to employment and daily life so as to create peace both for the individual and for society as a whole.

(2) To understand problems and changes, to seek knowledge, to adapt oneself as well as to improve the surrounding environment to be in accordance with conditions of the community, the country and the world.

(3) To be industrious, patient, economical, honest, self-reliant, disciplined and determined.

(4) To be creative in work and to appreciate the product of one's work.

(5) To develop a systematic way of working both individually and with others for personal and social benefit.

(6) To sacrifice for the sake of society as a whole by promoting the appreciation and the use of Thai products.

1.5 Curriculum Area

Work-oriented education is generally taught as a subject by itself. However, the teachers are encouraged to teach in relation to other subjects and, where appropriate, to integrate the activities in work-oriented education with those in other areas especially in life experiences and character development education.

For example, in life experiences area Unit 2, "Life at Home", in grades 3-4, the pupils learn about things they should do or behave at home with other members in the family. They will also learn to practice some simple housework such as simple ways of washing, drying, and ironing clothes, parts of which are taken from work-oriented education part 1 "Housework".

1.6 Levels Offered

Work-oriented education is taught from grade 1 to grade 6.

1.7 Compulsory Programme

Work-oriented education is compulsory for all elementary grades. In addition, there is a new area called special experience area for grades 5 and 6 where the pupils have to choose either "English for Every day Life" or "Basic Vocational Courses" for 200 learning hours per year (or 600 periods).

1.8 Time Allocation

Time allocation for work-oriented education is as shown in the following table.

Table 3: Time Allocation for Work-Oriented Education

Grades	% of yearly learning time	hour/period	Content (No. of periods are in brackets)
1 - 2	10	100/300	(100) Housework (100) Agriculture (100) Art and Craft
3 - 4	20	200/600	(200) Housework (200) Agriculture (200) Art and Craft
5 - 6	30	300/900	1. Required (600) - (200) Housework - (200) Agriculture - (200) Art and Craft 2. Elective (300) - Art and Craft - Agriculture - Housework - Other work according to local interest

1.9 Main Emphasis

Main emphasis of work-oriented education are:

(1) Ability to do the work suitable for each particular age group.

(2) Importance of work.

(3) work ethics.

2. Instructional Process

2.1 Content

There is a separate statement of content for work-oriented education, the outline of which is as follows:

(1) Housework: General housework; Role of family members in housework (grades 1-2 only); Clothing (including care, repair, and sewing (grades 3-6); Food preparation and preservation (grades 3-6); Manners during a meal (grades 3-6 only); Child care (grades 5-6 only).

(2) Agriculture: Soil preparation for seed planting; Seed

planting; and Cultivation of vegetables and ornamental trees for Grades 1 and 2; Use and care of agricultural implements; Growing various kinds of plants; Plants in the fields, kitchen plants, ornamental plants, short-lived plants; and Plant nutrients for grades 3 and 4; Use and care of agricultural implements; Selection of plants for propagation, use of various parts of plants for propagation, selection of seeds for propagation, care of seeds; Growing and cultivating plants, growing plants in and out of season, growing plants without soil; Keeping crops in good condition, making use of remnants for plantations, fields, and gardens; and Organic and in-organic fertilizers for grades 5 and 6.

(3) Art and Craft: Basic art and craft; and Art and craft techniques for grades 1 and 2; Using scrap materials to make toys, utensils and decorative objects; Weaving; Work with banana leaves; Sewing and embroidery; and Macrame and garland making for grades 3 and 4; using scrap materials to make toys, utensils, and decorative objects; Carving; Flower arrangement; Work with banana leaves; and Making garlands of flowers for grades 5 and 6.

2.2 Instructional Materials

Instructional materials for work-oriented education are as follows:

(1) Instructional plan, developed to set guidelines for teachers to conduct class instruction. Instructional plan comprises suggestions about amount of time spent for each topic, specific objectives, curriculum materials, activities and evaluation

(2) Teachers manual, involving explanations about purposes and emphasis of the curriculum and suggestions about instructional methods and classroom activities.

(3) Printed materials, for example, pictures, charts, newspapers, job sheets, etc.

(4) Non-printed material, for example, leaves, straw, scrap materials, etc.

2.3 Development of Materials

Instructional plan and teachers manual mentioned above were developed by the Curriculum Development Centre whereas printed and non-printed materials are either purchased by the schools, or collected, or prepared by the teachers and/or pupils.

2.4 Free Materials

Most of the materials stated in 2.2 are given for free to the pupils. However, in some cases the pupils have to bring the raw materials from home, for example, thread, cooking vegetables, flowers, etc.

2.5 Provision of Materials

Most of the materials are provided by the schools.

2.6 Local Resources

Majority of the teachers reported that they have made use of locally available resources as much as possible, for example, locally made cooking utensils, cooking ingredients, etc. Some schools also reported that they used to invite local resource persons to demonstrate to the teachers some particular arts and crafts or techniques in doing agricultural work.

2.7 Special Facilities

All schools have special rooms for work-oriented education especially a place to practice food preparation and preservation. Most schools can provide pieces of land for agricultural work but some which cannot afford to do so have to let the pupils grow plants in pots or plastic bags.

In most cases the school principals provided special rooms or areas of land through the requests of the teachers. However in some case, the lands were donated by the community, parents, PTA, or even the nearby Buddhist Temples.

There are some special equipment required for work-oriented education especially agricultural implements and cooking utensils.

Equipments stated above are provided by the Office of the National Primary Education Commission (ONPEC) in the Ministry of Education in Bangkok through the provincial and district offices of ONPEC.

2.8 Teachers and Training Programme

Most of the schools have special teachers to team-teach work-oriented education. However, some schools reported that in grades 1-3 the classroom teachers and the special teachers work together in teaching work-oriented education.

Both pre-service and in-service training have been provided

for teachers who teach work-oriented education. Pre-service training programmes are provided by the Teachers' Training Colleges and the Vocational Educational Colleges. In-service training programmes particularly for this area are still very limited and up to now, have served only about 25% of the teachers. Office of the National Primary Education Commission is the organization responsible for this kind of training.

2.9 Support Provision

Some major supporting facilities/organizations for work oriented education are the School Board, the school's PTA, the Community's Board, the Banks, and the local work establishments. Supports are provided in terms of money, equipments and materials, areas of land for practicing agriculture, and places to observe how local people work on some particular jobs.

2.10 Methods Used

Teachers who teach work-oriented education emphasize more on the practical rather than the theoretical aspects of teaching and learning. That is, the teachers must let the pupils spend more time in working with real materials and equipments than just listening to the lecture only. The process of work including the working habits of the pupils is considered as important, or in some cases even more important than the product itself.

The teachers usually use several methods for work-oriented education. Those which are found common among most schools are classroom lecture, demonstration and discussion, group study and experiment, practice working in shops or fields, and observation.

2.11 Co-curricular Activities

Some co-curricular activities which reinforce school learning in work-oriented education are pupils' products exhibition, pupils' products contents, educational field trips, etc.

3. Evaluation and Feedback

3.1 Pupil Evaluation

For evaluation, the teachers use paper-and-pencil test to evaluate their pupils' knowledge. They use observation method to evaluate the skills, attitude, and working process, and then rate the finished products of pupils' work by using rating scales. The products are rated in terms of their quality as well as economical in production.

3.2 Communication of Results

Results of the evaluation are given back to the pupils. Then, after discussion with the teachers, the pupils will learn how is their work in comparison with others' and how to improve their work.

3.3 Programme Evaluation

The work-oriented education programme has been evaluated in the form of follow-up study done by Curriculum Development Centre through questionnaires, school visits and interviews, and seminars.

3.4 Results of Evaluation

Results of the evaluation were:

(1) Majority of the teachers could moderately satisfactorily organize classroom teaching/learning according to the curriculum's requirements.

(2) Regarding pupils' achievement, about 50-57% of the curriculum objectives have been met by the pupils according to the report of the teachers.

(3) Major problems found, in order of priority, were lack of materials and equipment for both the pupils and the teachers, needs for more in-service training programmes, needs for more encouragement and co-operation from parents and school administrators, and needs for closer follow-up and supervision.

4. Problems and Issues

4.1 Problems and Issues

Following are problems and issues related to some particular aspects of work-oriented education.

(1) Development of the programme:

Resistance to change opinion of the public who preferred the concentration on academic field, on the first few years of curriculum implementation.

Not enough encouragement from some school administrators who would like to emphasize more on other areas, especially at the beginning of the implementation.

(2) Implementation:

Lack of practicing spaces, materials and equipment; Lack of qualified teachers due to the limited in-service training programme.

(3) Evaluation of the programme:

Lack of systematic programme evaluation on this area.

(4) Evaluation of pupils:

Some of the teachers do not clearly understand how to evaluate pupil's attitudes towards work and their working-habit formation.

4.2 Future Prospects

The future prospect of the programme is to continue with some modifications in the supply of materials and equipments, training of the teachers, and a more systematic and closer collaboration between the Curriculum Development Centre, the Office of the National Primary Education Commission, and the schools.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition

"Curriculum load" in the case of Thailand refers to the number of subjects in the curriculum, the amount of specified content to be covered in each subject syllabus, the time available to cover this content and the number of textbooks used in the curriculum.

1.2 Concerns of Teachers and Parents

As mentioned earlier that the new curriculum has been implemented since 1978. Many changes have been made concerning to curriculum in terms of objectives, instructional activities, learning aids and evaluation of pupil's learning. Subjects have been integrated. Behavioral objectives have been emphasized for teaching strategies and evaluation. According to such changes, curriculum load has been voiced by some teachers mostly in the rural areas. Many teachers complained that too much time was spent on work-oriented education.* Parents also complained that too many assignments for homework were on work-oriented education

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* Sources: Division of Educational Research, Department of Curriculum and Instruction Development, Ministry of Education.

rather than basic skill subjects.* These complaints seem to indicate that teachers and parents preferred other subjects as Thai and mathematics rather than work-oriented education. It should be noted here that school children responded that they liked to come to school because of work-oriented education.

As mentioned earlier, the 1978 elementary school curriculum has so many changes. Lack of training on this curriculum to teachers according to shortage of budget leads to the resistance to change. Many teachers did not follow instructional plans written by the Curriculum Development Centre. They teach the way they have taught which is mostly emphasizing on memorization of content provided in the books. Bookish learning especially readings is much emphasized by teachers who use their own hidden curriculum.

1.3 General Assessment of Curriculum Load

The total curriculum at the elementary stage can be rated about right by teachers in the well-equipped schools and heavy for the poor schools in the rural areas.

1.4 Assessment by Different Dimensions

As mentioned above that the total curriculum at the elementary stage can be rated as about right. Only work-oriented education and character development that seem to be a little heavy because too many objectives and course contents are required in the syllabus. According to the research and data available in the Curriculum Development Centre from follow-up studies and monitoring system, the present curriculum in different subject areas can be judged on the following dimensions as shown in Table 4.

Table 4: Assessment of Curriculum Load by Different Dimensions

School Subject	Grade 1	2	3	4	5	6	Remarks
Scope of Objectives (e.g. character development & work-oriented education)	2	2	2	2	1	1	Too wide for the higher grades' (grades 5 and 6). 1 = Too wide, 4 = Narrow

* Sources: Conference on Education and Work, Ambassador Hotel, Bangkok.

Table 4: Assessment of Curriculum Load by Different Dimensions (Continued)

School Subject	Grade 1	2	3	4	5	6	Remarks
Difficulty of Course content (e.g. work-oriented education)	2	2	2	2	2	2	Difficult according to the emphasis on skill by teachers. 1 = Very difficult, 4 = Easy.
Language used in Textbooks	3	3	3	3	3	3	1 = Very difficult, 4 = Easy.
Length of Course Content	3	3	3	3	3	3	1 = Very lengthy, 4 = insufficient.
Availability of Time	3	3	3	3	3	3	1 = Very inadequate, 4 = More than required.

1.5 Factors Contributing to the Problems

It should be noted that problem of curriculum load especially in the areas of work-oriented education and character development is voiced only by some teachers. As mentioned somewhere before teachers in the rural areas tend to be low in qualification. Many teachers are not capable in teaching in these two areas. Moreover the materials using for these subjects are inadequate. Many teachers who love to teach have to spend their own money to buy some materials and tools. One notice should be made here that there is an argument that the teachers complained on these two subjects because they like to teach only 3R's, that is, reading, writing and arithmetic. The teachers also argue that they like to teach basic skill subjects because the entrance examinations for secondary school emphasized only on these particular subjects. These entrance examinations seem to lead the curriculum practices in the elementary schools.

1.6 Home Work

Home work assignments to pupils at the elementary stage are normally assigned both in basic skill subjects as Thai language and mathematics, and work-oriented subjects. Parents sometimes complained that their children spent too much time on home work especially work-oriented subject such as knitting. Another complaint is on mathematics home work that parents cannot help their children. This is especially on modern mathematics as sets, computational skills, etc.

1.7 Effects on Achievement

As mentioned before there are quite a number of low-qualified teachers. Many teachers cannot teach some particular subjects such as work-oriented education or character development especially music and physical education. These teachers have spent too much time unfruitfully on reading, writing and arithmetic. Teachers' emphases on bookish learning have some effect on children's dropouts. Many children are repeaters in particular grades, mostly in early grades as grades 1 and 2 and finally they drop from the school system.

It should be mentioned here that it is not quite the problem of curriculum load but it is the problem of the teacher in efficiencies of curriculum implementation. Some factors related to curriculum implementation as lacking of textbooks and educational materials, teachers' morale and moral obligation to their jobs are ubiquitous in the rural areas.

1.8 Major Studies

The research study on curriculum load per se is not being done scientifically. Only follow-up and monitoring procedures are manipulated mostly by the Curriculum Development Centre. As this curriculum is in the complete cycle of implementation, that is, grade 1 in 1978 and grade 6 in 1983, the Department of Curriculum and Instruction Development is presently on the process of analytical study. A committee comprised of expert and experienced teachers in elementary education has been set up to analyze the curriculum. The process of research (R) and development (D) will be emphasized for curriculum improvement in the near future.

Conclusions and Future Prospects of Elementary School Curriculum

As mentioned earlier that elementary school curriculum has been implemented grade by grade since 1978. The implementation has been completed up to sixth grade in 1983. In the implementation period, evaluation and monitoring have been done intensively through some schools such as volunteer leader schools. Some particular subjects such as social studies or life experiences group of subjects and work oriented education have been studied by the Division of Educational Research. And finally a committee has been appointed to analyze the elementary school curriculum.

It is the policy of the Ministry of Education that there will be no major change in elementary school curriculum in recent years. Minor changes in terms of curriculum development or improvement will be encouraged for particular types of schools. Such schools as in the culturally deprived areas will be

emphasized. It is expected that in the Sixth National Education Development Plan (1987-1991) raising educational quality in primary education level will be highly emphasized.

According to sources of information from the Office of the National Primary Education Commission (ONPEC), educational administration in terms of school clusters will be both intensively and extensively expanded. One large school of each school cluster (5 to 10 schools for one cluster) will be mother school and the rest are satellite schools. Development plan for raising of pupils achievement will be done through school cluster whose policy has been put into Primary Education Law.

It should be noted that even though some subjects have been integrated in group and taught in units, the tool subjects as Thai language and mathematics are still considered very important and are taught separately. Some integrated subjects as life experiences, work-oriented education and character development are needed to be reviewed and explained to teachers all over the country. Tool subjects especially Thai language is encouraged to be integrated also in all these subjects. Teacher manuals particularly on work-oriented education are jointly prepared by the Office of the National Primary Education Commission and the Department of Teacher Training, Ministry of Education to convey clearer messages to the teachers for the more effective curriculum implementation.

VIET NAM

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

The Socialist Republic of Viet Nam has an area of about 330,000 square, kilometres, and is part of Southeast Asia on sea routes between the Pacific and the Indian Ocean.

The country is S shaped and lies between latitude 23°22 north and latitude 8°30 north, and between longitude 109°30 east and longitude 102°5 east with a coast line totaling 3,260 kilometres. It is bounded by the Pacific on both the east and the south.

1.2 Main Geographical Features

Mountains, forests and highlands occupy four-fifths of the area of Viet Nam.

North Viet Nam has four distinct seasons. The spring is warm with temperatures from 15° to 22°C and light showers of rain. The summer is hot with average temperatures as high as 30°C and heavy rain. Autumn is the freshest season of the year but the winter is cold with temperatures between 5° and 15°C.

South Viet Nam is near to the Equator, therefore in South Viet Nam it is warm and hot all the year round.

There are two granaries in Viet Nam; in the delta of the Red River and the Thai Pinh River in North Viet Nam, and in the delta of the Mekong River in South Viet Nam.

1.3 Population

(1) The population of Viet Nam is approximately 58,000,000.

(2) The growth rate in 1979 had been 2.6%, and in 1980 it was dropped to 2.4%. It is estimated that in 1985 the growth rate will be 2%.

(3) Number of children:

Aged	0 - 4	= 7,713,000
	5 - 9	= 7,690,000
	10 - 14	= 7,040,000

1.4 National Budget and Outlay on Education

According to the policy "The state and the people, the government and the locality share the responsibility for the cause of education in the past years". Both the state and the people have shared an important part of their budgets and of the fund for social welfare for the regular supply for education. From 1976 to 1984 the money invested for general education was from 3% to 4% of the state budget, namely; 3.4% in 1976, 3.8% in 1980 and 3.6% in 1984.

On the provincial scale the investment for general education is often as high as 15% to 20% of the provincial budget. This provincial investment is due to a developing educational tradition and to the special concern of local authorities.

Capital other than the money coming from the state budget and the provincial budget for general education is supplied by villagers and farming cooperatives. For example, in the past few years in the province of Ha Nam Ninh, as much as 90% of the capital spent for the building of elementary schools and lower secondary schools was money supplied by villagers and farming cooperatives.

The proportion of the budget for elementary education as compared with the total budget for general education is about 50%.

1.5 Ethnic/Religious Composition

Viet Nam is multi-national state. The majority of the population are the Viets living on the plains from North to South. The Viets comprise 87.3% of the population. There are many other ethnic groups. In the northern mountainous regions, and along the Truong Son mountain range the main ethnic groups are Tay (comprising 1.7% of the population), Thai (1.4%), Muong (1.3%), Nung (1.1%), H. Mong (0.8%), Dao (0.7%). Among the ethnic groups in the southern mountains are Ba Na (0.4%), Gia Rai (0.3%), E De (0.3%), Xo Dang (0.1%), Co Ho (0.1%). On the plain of the Cuu Long River there is the Kho Me (1.4%). There are other groups that comprise smaller percentage of the population.

There is no State religion in Viet Nam. About three million people (5% of the population) are Catholics, the same number being believers in the Buddhism, Cao Dai and Hoa Hao religions. The remainder of the population follows no religion.

2. The Educational System

2.1 Structure of the Educational System

The educational system in Viet Nam is made up by the following components:

(1) Creche education for infants from two months to three years of age. In charge of this is an organization directly responsible for the Council of Ministers.

(2) General education, which covers the following are under the control of the Ministry of Education.:

- Kindergarten (pre-school) education for children from three to five years old;
- Basic general education for children from 6 to 14 years old which is further divided into two levels: the elementary level (1st to 5th grade) and the lower secondary level (6th to 9th grade);
- Secondary general education for youngsters from 15 to 17 years old (10th to 12th grade);
- Complementary education for adults;
- Training of nursery and general education school teachers.

University and secondary vocational education are under the Ministry of Higher and Secondary Vocational Education.

Job training and the formation of job-training schools are under the General Department of Job Training under the Council of Ministers.

2.2 Objectives of Elementary Education

The objectives of elementary education are to educate children to:

- love their fatherland and fellow countrymen;
- study well and work hard;
- have a good reciprocal unity and a strict discipline;
- keep very good hygiene; and
- be modest, frank and courageous

These objects aim at helping children to develop themselves proportionally in soul and in body, to form good sentiments and good habits and serve as a basis for their education at higher levels.

The above objectives were promulgated to guide the curriculum planners in formulating the objectives of each subject taught.

2.3 Educational Policy and Curriculum Development

In accordance with the decision of the Government of the Socialist Republic of Viet Nam on educational reform in our country, new curricula and textbooks were implemented in the general school in 1981-82. In order to assure the effect of the implementation of the new curricula and textbooks in schools, this implementation must be realized step by step. The plan for this implementation is as follows:

1981-1982 school year: 1st grade
1982-1983 school year: 2nd grade
1983-1984 school year: 3rd grade
1984-1985 school year: 4th grade
1985-1986 school year: 5th grade, etc.

The responsibility to universalize the elementary education is a very complicated and difficult one. For this reason a Department of Elementary Education was set up by the Ministry of Education to take care of elementary education in particular. This Department is headed by a Deputy-Minister and has representatives from following agencies:

- National Institute of Educational Science (to undertake research into elementary education).
- Department of Basic General Education (to assume the guidance on the elementary education).
- Training Department (to take care of the training of teachers and managers).
- Planning and Financial Department (to prepare the development plan and financial investment).
- Education Publishing House (to publish textbooks).
- Department of School Equipment (to provide equipment and teaching aids).
- Personnel and Organization Department (to prepare policy for teachers and managers of the elementary education).

2.4 Years of Elementary Education

Basic general education is compulsory. The duration of compulsory education is 9 years. The first level of basic general education is the elementary education, the duration of which is 5

years.

2.5 Class Size and Pupil-Teacher Ratio

At present, in elementary schools of Viet Nam, the average class size is 35 pupils. In mountainous areas and in flooded areas of Cuu Long (Mekong) River Delta the figure is 20. In Hanoi the average is 40 and in Ho Chi Minh City it is 45 pupils. In general, there is a shortage of teachers for elementary schools. According to our State stipulation the teacher to pupil ratio for the elementary school is 1:15. However, at present, the average number of pupils per teacher is 35 and the range is 20-45.

2.6 Organization of the School Day, Week and Year

At the elementary level of basic general education, classes are held in 22,23, or 24 periods a week. The duration of each period is 40 minutes. The total duration of one school day is 200 minutes minimum and 250 minutes maximum. For each school day there are 3 or 4 recess periods. The duration of the third recess period is 20 minutes, and the duration of other recess periods of each school day are 10 minutes. There are 5 school days in a week, and 35 weeks in a school year (i.e. 175 school days per year.) The number of compulsory subjects is 9 or 10. There are no elective subjects.

2.7 Time Allocation

The time allocated per week to each subject is as follows:

Subject	Year/time				
	1	2	3	4	5
Vietnamese Language	11	10	10	8	8
Mathematics	3	4	5	5	5
Moral Education	1	1	1	1	1
History				1	1
Natural Science	1	1	1	2	2
Manual Work	1	1	1	2	2
Drawing	1	1	1	1	1
Music	1	1	1	1	1
Physical Education	2	2	2	2	2
Class Meeting	1	1	1	1	1
TOTAL	22	22	23	24	24

A school year is divided into two terms, each lasting 17 weeks or 18 weeks. Examinations are conducted at the end of a period or extra-curricular activity or at the end of the term for general evaluation. Marks are given according to a 10-grade system. General evaluation of progress in all subjects is made at the end of each term or school year, and pupils are rated either excellent, good, fair or bad. Pupils with a bad classification cannot enter higher grades. There is no final examination at the end of elementary education.

3. Qualifications and Training of Teachers

3.1 Emphasis

Great emphasis is laid on the training and retraining of teachers of the elementary education in Viet Nam.

3.2 Duration of Training

In Viet Nam, at present, the network of Secondary Teacher Training Colleges has been developed basically. Graduates of the Secondary Training Colleges will become teachers of the elementary level after two years of training. Every province has at least one Secondary Teacher Training College to train teachers of the elementary schools for that province.

In addition to the formal training, some less formal training is used to cater for the needs of some disadvantaged regions, for example, in mountainous and in Cuu Long (Mekong) delta. Accelerated training courses lasting 1 - 3 months for graduates of the secondary level and one year for graduates of the lower secondary level are being held so that teachers of the elementary level may be trained sufficiently to meet the urgent need of rapid development of elementary education.

3.3 Course Content

Trainees receive intensive specialized training on Language and Literature, on Mathematics, on History, on Natural Science, etc., and study methodology to be able not only to apply their knowledge to practice, but also to constantly improve it to keep abreast with the march of science. They study psychology, laws governing the development of pupils' personality, and methods to approach them. They also study pędagogy and are acquainted with the latest achievements of educational science. They receive an appropriate political education to have a correct ideology and socialist consciousness.

Practice at elementary schools takes about two months. Practice covers teaching, acting as teacher-in-charge, and guidance in collective activities.

The training and fostering of teachers of the elementary level is an urgent issue for today in Viet Nam. Each week, teachers of the elementary level can spend Thursday attending regular training courses. The contact for training has also been held yearly with the duration from 1 to 3 or 4 weeks, depending on the training content. The training of teachers of the elementary level has been carried out through the following three stages in recent years in Viet Nam so that teachers may understand and know how to teach according to the requirements of newly revised curricula and new textbooks:

(1) A training course for key educational personnel from each province was held by the Ministry of Education.

(2) Then, key trained educational personnel in each province organized training courses for key educational personnel in all districts.

(3) Finally, key trained educational personnel in each district conducted the training for teachers within their district.

3.4 The Selection Process for Directors and Deputy-Directors of Elementary Schools

Directors and Deputy-Directors of elementary schools are selected among good and experienced teachers of elementary schools by the Head of General Education Section of the district. The training of school directors and deputy-directors is provided by schools set up in all the provinces. All school directors and deputy-directors have been able to further their studies in State policies and in educational theory and management.

Great emphasis is laid on the development and publication of materials for teachers, directors and deputy-directors of elementary schools. These materials include:

- Textbooks for all subjects taught in elementary schools;
- Guidebooks for all subjects;
- Materials introducing the new curriculum and new textbooks for all subjects; and
- Materials and documents introducing advanced content, teaching methods, and good experiences in education, in school management, etc., so that the teachers, directors and deputy-directors of elementary schools may understand and apply them creatively in their school.

4. Research

4.1 Significant Research

The significant research carried out in elementary education

during the last five years in Viet Nam was as follows:

(1) To improve contents, methods and organizations of the all-round education (ethical education, mental education, technical labour education, physical education, aesthetic education) in elementary schools;

(2) To realize new curricula and textbooks in elementary schools according to the educational reform;

(3) To evaluate the problems of dropout and repetition of classes at the elementary level, and to develop methods to combat these; and

(4) To identify and to nurture the talented pupils.

5. Problems and Issues

5.1 Problems of Failure and Dropout of Pupils

The universalization of elementary education in Viet Nam has always been one of the most interesting issues. To be able to achieve the objectives of the universalization of elementary education the problems of dropout and repetition are the most basic problems that need to be solved.

In Viet Nam the patterns of rivers and mountains divide the country into naturally advantaged regions and naturally disadvantaged regions. The difference between regions leads to differences in the quality of education and achievement of the pupils in these regions. In general, pupils in the provinces of the Red River Delta, etc., record better achievement than pupils in mountainous areas and in flooded areas of the provinces of the Cuu Long (Mekong) Delta. In disadvantaged regions the repetition rate and the dropout rate are relatively high.

5.2 Percentage of the School-age Population Attending School

The percentage of the elementary school-age population attending school is about 80% - 85%. The reasons for non-enrolment are as follows:

(1) Parents do not recognize fully the importance of having their children go to school at the proper age;

(2) Because of the economic reasons at the places that suffer from a great calamity;

(3) Because of the difficulties of communication in the flooded areas of the Mekong Delta;

(4) Some ethnic minorities have habits and customs, such as

unsettled cultivation that cause problems in attendance; and

(5) Because failure of pupils and repetition of classes leads to school dropout.

5.3 Other Major Problems and Issues

Another major problem in elementary education in Viet Nam is to evaluate the quality of new curricula and new textbooks in elementary school and to prepare their improvement.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Content

1.1 Definition

The experience of our elementary schools proved that the compartmentalization of learning experiences into separate subjects and also of education in the form of different activities was artificial and therefore did not help in the development of child's total personality. Thus in educational reform in Viet Nam the use of an integrated approach to curriculum organization has been a major development in the elementary school curriculum. We have agreed to define generally and broadly "Curriculum Integration" as the reconstruction of knowledge and experience and educational activities as a whole to suit the needs and life situation of children with a view to enabling them to develop individuality and become useful members of the society. Practically we have attempted to cope with the compartmentalization of subjects and educational activities, to unify subjects and educational activities when it is possible.

1.2 Distinctive Features

The distinctive features of the integrated approach adopted in Viet Nam are as follows:

(1) Integrated approach in the teaching of elements of Biology, Hygiene, Physics, Chemistry, Geography;

(2) Integrated approach in the teaching of Mathematics Themes;

(3) Integrated approach in the teaching of Science, Geography, History and Civics (experimental curriculum);

(4) Integrated approach in the teaching and the all-sided education; and

(5) Integration of educational activities through the class meeting with one period per week.

2. Rationale

2.1 Reasons that Led to the Development of an Integrated Curriculum

The reasons that led to the development of an integrated curriculum at the elementary level in Viet Nam are as follows:

(1) The overloading of the curriculum due to the introduction of more and more subjects has created difficulties for both the teachers and the learners;

(2) The separate subjects and educational activities are not relevant to the needs of the child and do not help strongly in the development of child's total personality; and

(3) In elementary schools in Viet Nam, a single classroom teacher teaches all the subjects in any one particular grade, therefore the adoption of the integrated approach is rational.

2.2 Educational Objectives Achieved Through Integration

The main educational objectives of the integrated approach in elementary school curriculum are as follows:

(1) To contribute to the more interesting learning;
(2) To cope with the overloading of the learning; and
(3) To help in the effective development of child's total personality.

3. Present Status

3.1 Integration as a Regular Programme

The integration in the teaching of natural science, of mathematics themes and of educational activities through the class meeting has been established as a regular programme. The integration in the teaching of natural and social science will be studied under the form of an experimental curriculum.

3.2 Extent to which Integration has been Adopted

The integrated curriculum in elementary schools in Viet Nam is partial, because the full integration is very difficult in view of research because of the quality of teachers and of condi-

tions of realization.

3.3 Grade Level

Integration has been introduced from the first grade.

3.4 Integrated Activities

The above-mentioned integration has been realized with the help of appropriate syllabuses, textbooks and instructional materials.

4. Course Content

4.1 Subjects that have been Integrated

Since the 1981-82 school year, the integrated approach has been introduced in the teaching of natural science, of mathematics themes, in the realization of educational activities in the class meeting. Also since 1984, experimental and research projects on the integrated approach in the teaching of natural and social science have been prepared.

4.2 Details of Integrated Themes

Contents of the curriculum "Natural Science" comprise the most important and suitable elements of botany, zoology, human physiology and anatomy, hygiene, geography, physics and chemistry. These elements are divided into following five points:

(1) The Earth and the Solar System;
(2) Matter and Energy;
(3) Vegetable;
(4) Animal; and
(5) Human Body and Hygiene.

These above-mentioned five general themes are introduced in the 1st grade and developed step by step in the higher grades.

(1) The 1st theme includes:

In the 1st grade: simple presentation of the earth, direction "before", "behind", "on the right", "on the left";

In the 2nd grade: form of the earth; its rotation; day and night; direction "east", "west", "north", "south"; timepiece; calendar.

In the 3rd grade: rotation of the earth around the sun,

month; year; seasons in an year; direction "east-south", "east-north", "west-south", "west-north".

In the 4th grade: size, structure of the earth; climate, land and ocean, delta, hill, mountain, forest, plateau, sea, island, peninsula, map, village, district, province, Viet Nam country and some other countries.

In the 5th grade: the sun; size and structure of the sun; the sun is the source of light and energy; planets in the solar system; the moon; the satellite.

(2) The 2nd theme includes:

In the 1st grade: water; air; source of light and energy.

In the 2nd grade: characteristics, properties, and different applications of water; water hygiene.

In the 3rd grade: characteristics, components, properties, applications of air; air hygiene; weather.

In the 4th grade: minerals, sand, soil.

In the 5th grade: the most important metals and salts; carbon; petrol; electricity; magnet; relations between natural phenomena; the transformation of matter; the importance of productive work in natural transformation in the service of mankind.

(3) The 3rd theme includes:

In the 1st grade: exterior characteristics and usefulness of the most known plants.

In the 2nd grade: different kinds of vegetables; usefulness of vegetables; protection and development of vegetables.

In the 3rd grade: the growth of plants.

In the 4th grade: vegetables and their environment; improving the quality of vegetables.

(4) The 4th theme includes:

In the 1st grade: shape, activity, living environment and usefulness of the most common animals.

In the 2nd grade: different kinds of animals; usefulness of animals; protection and development of animals.

In the 3rd grade: the growth of animals; living conditions of animals; reproduction of animals.

In the 4th grade: animals and their environment; selective breeding of animals to make them more useful to man.

(5) The 5th theme includes:

In the 1st grade: individual hygiene; hygiene of the environment.

In the 2nd grade: human parts; hygiene of the human parts.

In the 3rd grade: the five senses; hygiene of the five senses.

In the 4th grade: interior human organs; hygiene of the interior human organs.

In general, each mathematics lesson includes aspects of arithmetic, algebra and geometry for ordinary pupils and for gifted pupils.

Example: In one lesson of mathematics in the 2nd grade pupils must solve following exercises:

(1) Write the appropriate number in the space:

... + 3 = 15 ... - 3 = 12

(2) Research x :

x + 4 = 20 5 + x = 18

16 + x = 20 x + 13 = 18

(3) Research y:

y - 6 = 5 y - 3 = 8

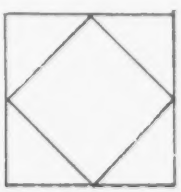
y - 5 = 6 y - 8 = 3

(4) In the airport, there were some airplanes. Nine airplanes took off and 6 remained. How many airplanes were there before the flight?

(5) Compile one problem according to the following summary:

16 children: (5 boys and ? girls), then solve.

(6) On this figure, how many triangles and squares are there?



(7) (For gifted pupils): Pupil A has a dozen pencils. The number of pencils of pupil A is less than the number

of pencils of pupils B and the difference of these numbers is two pencils. How many pencils has pupil B?

In one experimental lesson in mathematics at the 5th grade, pupils must solve following exercises:

(1) Calculate the value of a-b-c and a-(b+c) with:

a = 10.7; b = 3.5; c = 4.8
a = 9.42; b = 2.32; c = 5.1

(2) Calculate rapidly:

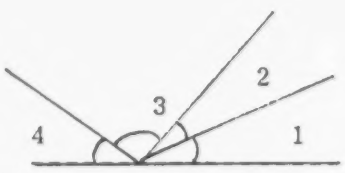
8.15 - 2.3 - 4.7 =
12.43 - 5.2 - 6.43 =

(3) A cyclist covered the distance 36 kilometre in 3 hours. In the first hour he covered a distance of 13.25 kilometre, and in the second hour he covered a distance of 11.95 kilometre. How many kilometres did he cover in the third hour?

(4) Research x:

x + 2.1 - 3.4 = 1.5
4.8 - x + 5.2 = 5.6

(5) Measure the angles 1, 2, 3, 4 on this figure. Calculate the sum of measures of angles 2 and 3.



(6) (For gifted pupils): A certain number added with 2.1 then subtracted with 3.4 will be equal to 1.5. Research this number.

The experimental integrated curriculum of natural science beside the above-mentioned five themes includes the elements of agricultural techniques. The experimental integrated curriculum of social science includes the elements of history, geography and civics grouped in appropriate units.

The class meeting comprises different educational activities. During the class meeting pupils can: listen to interesting stories, sing appropriate songs, play musical instruments, participate in mental, creative or sporting plays and discuss certain problems of behaviour. Sometimes the class meeting is in the form of a brief excursion.

5. Instructional Materials

5.1 Curriculum Materials to Support the Integrated Approach

The following instructional materials are prepared to sup-

port the use of the integrated approach:

(1) Syllabus (programme) for each subject with explanation for teachers.

(2) New textbooks for each subject. Now there are new textbooks for grades one to four.

(3) For each textbook there is a guidebook for the teaching of each lesson included in this textbook.

(4) There are necessary instructional papers to help in the application of the integrated approach.

6. Teacher Preparation

6.1 Work Load for Teachers

Observations in the elementary schools prove that the teachers have difficulty in following the integrated syllabus and find difficulty in integrating content in a learning unit because they are used to teaching differently. They must spend more time to prepare and teach the integrated syllabus. However, after 3 years and more using the integrated approach they gradually become accustomed to the integrated syllabus.

6.2 Teacher Training in using an Integrated Approach

The Secondary Teacher Training Colleges assume the responsibility to train the future teachers so that they will meet the needs of teaching the integrated syllabus. Good examples of this teaching in elementary schools are utilized in the Secondary Teacher Training Colleges.

The training of the teachers of the elementary level so that they may understand and know how to teach according to the requirements of integrated curriculum has been carried out through training courses at the national level, and also at the provincial and district levels. Instructional materials such as syllabuses, textbooks, guidebooks, papers on good examples, etc., are used in these courses.

Among these instructional materials the new textbooks, guidebooks play the leading role. They constantly help the teachers in applying the integrated syllabuses.

7. Basic Requirements

7.1 Additional Materials

Beside textbooks, guidebooks, the demonstrative materials

such as real things or models are provided for the teaching of the integrated course of natural science, integrated mathematics themes.

8. Teaching/Learning Strategies

8.1 Changes in Teaching Methods

There is no change in teaching methodology

8.2 The Mode of Instruction

The whole group is the mode of instruction generally followed by teachers in the integrated course of natural science and in the class meeting. In mathematics lessons the more difficult exercises are reserved for the gifted pupils.

9. Mode of Implementation

9.1 Implementation is Confined to the Classroom

The implementation of integrated courses is confined only to the classroom. Generally the integrated course of natural science and the class meeting are compulsory.

10. Programme Evaluation

10.1 Studies Undertaken

During the 2nd term of the 1983-1984 school year from February to June a study to evaluate the new textbooks, guidebooks in general and the integrated teaching in particular has been undertaken by the National Institute of Educational Science with the cooperation of the Department of General Education of the First and Second Levels, and the Education Publishing House. The major findings of the study are as follows:

(1) The new textbooks and guidebooks are better than the old ones in general. However there are many details which must be revised.

(2) With the integrated approach, the lessons became more interesting and the teaching more efficient.

(3) The teachers have difficulty in following integrated syllabus and must spend more time in preparation.

Before the 1981-1982 school year elements of natural science had been included in the Vietnamese language textbooks for reading and there were no elements of algebra or geometry in elemen-

tary schools. Therefore, the teaching of natural science was not suitable and knowledge and skills in natural science were not profound. The arithmetic lessons without elements of algebra, geometry were monotonous. Before the 1981-1982 school year the class meeting with a unique activity - discussion on the class affairs, on the behaviour of pupils was very monotonous.

10.2 Pace of Progress

Since the 1981-1982 school year the implementation of the integrated approach has made satisfactory progress. In general, pupils have made better progress in learning natural science, mathematics and have participated in the class meetings more interestingly and efficiently. For that progress a great emphasis has been laid on the fostering courses and on the development and publication of necessary instructional materials.

10.3 Steps Taken to Consolidate the Adoption of the Integrated Approach

The study on the betterment of content, methods, organization of the teaching natural science, mathematics, of the class meeting, and also the study on the implementation of new integrated curriculum of social science has been undertaken to further consolidate the adoption of the integrated approach.

11. Prospect for the Future of the Programme

11.1 Future Course of Action

In the light of the experiences accumulated in the last three years with the implementation of the integrated programme in general, we shall continue the programme as it is.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

1.1 Terms Used

The objectives of the educational reform in Viet Nam are to train with high effectiveness the new working people with socialist consciousness and ethics, general culture and technical knowledge, necessary labour skills and an aesthetic mind and good health. On this basis the training is carried out, on an ever larger scale, of a contingent of technical workers, managerial cadres, scientific, technical and professional cadres, that is balanced and synchronous in terms of branches, professions and levels, to meet the demands of the economic and cultural develop-

ment of the Socialist Republic of Viet Nam. This objective determines the contents of general education composed of moral education, cultural, scientific education, labour, technical, work-oriented education, aesthetic education, and physical education.

Moral education is composed of:

(1) Political and ideological education:

(a) To teach the lines and policies of the state of the Socialist Republic of Viet Nam;

(b) To build for the child a scientific world outlook, an integral system of scientific viewpoints on nature, society and thoughts;

(c) To instil into the child's mind revolutionary ideals, which serve as a guide to his everyday life actions, particularly to study well and to work well.

(2) Ethical education: to educate the young generation in the nation's five traditions, the new ethics, revolutionary sentiments and the civilized way of life.

1.2 General Objectives of the Programme

The general objectives of moral education are as follows:

(1) To teach systematically the general knowledge of philosophy, the lines and policies of the state of the Socialist Republic of Viet Nam, the Constitution and Laws of the Socialist Republic of Viet Nam, the revolutionary ethics of the new Vietnamese, creating a basis for persuading the pupils through theoretical cognizance to follow a scientific and revolutionary ideological system.

(2) To provide the pupils with a number of methods and skills of thinking scientifically so as to be able to observe social phenomena and evaluate everyday activities in accordance with the principles, regulations and criteria of revolutionary ethics.

(3) To foster the new man's revolutionary sentiments, the love for men, for home and country, the friendship among nations, the love for labour, the correct attitude for labour, the love for and protection of nature, the safeguarding of public property, the hatred for laziness, parasitism and egoism.

(4) To help the pupils apply, step by step, a scientific

world outlook on life to every fact of everyday-life, through which to foster a number of habits of ethics behaviour.

1.3 Integration

The moral education is carried out through all educational activities.

(1) The teaching and learning of all subjects. Every subject, whatever it is, must make active contributions, in accordance with its peculiarity, to the moral education of pupils. In the education of ideologies and revolutionary sentiments, particular attention should be paid to literature, arts as they are apt to make deep and strong impressions on human sentiments;

(2) The manual labour;

(3) The building of the collective with the hard-core role of the respective revolutionary organizations;

(4) The class meeting;

(5) Extra-class and extra-school activities;

(6) "Moral" taught as a subject which has made important contributions to the training of the young generation.

1.4 Levels

The political, ideological and ethical education, as well as the subject "moral", are realized in general education schools at all levels, from the 1st grade to the 12th grade.

1.5 Compulsory

Moral education is compulsory.

1.6 Time Allocation

The time allocation for the subject "moral" per week is one period in 1st to 5th grade, and two periods in 6th to 12th grade.

1.7 Minority Groups

Moral education as well as the subject "moral" are also compulsory in schools for minority groups in Viet Nam.

2. Instructional Process

2.1 Separate Syllabus/Statement of Content

The general content of the curriculum of Moral is as follows:

(1) In the Basic General Education School

(a) Elementary level:

From the 1st to the 3rd grade: the system of rules of behaviour at school, in the family, the community and society.

From the 4th to the 5th grade: the system of concepts of President Ho Chi Minh's five teachings: "Love the fatherland and fellow-countrymen; Study well and work well; Have a good reciprocal unity and a strict discipline; Keep very good hygiene; Be modest, frank and courageous".

(b) Lower Secondary Level

From the 6th to the 7th grade: the system of concepts of ethical rules at school, in the family, the community, organization and society, and of ethical qualities.

From the 8th to the 9th grade: basic problems of the Constitution and Laws of the Socialist Republic of Viet Nam and the ethical requirements in relation to the State Constitution and Laws.

(2) In the Secondary General Education School

In the 10th grade: scientific world outlook and revolutionary ethics.

In the 11th grade: the ABC of political economy and the principles of revolutionary ethics.

In the 12th grade: socialist revolution in Viet Nam.

2.2 Instructional Materials

For pupils there are textbooks of Moral. For teachers there are guidebooks for the teaching of Moral and also instructional papers for moral education.

2.3 Development of Materials

These instructional materials are prepared by the Education Publishing House with the cooperation of the National Institute of Educational Science.

2.4 Free Materials

Textbooks are given free to the pupils.

2.5 Teachers

In elementary schools each class has a teacher-in-charge who teaches all the subjects including Moral.

2.6 Training Programme for Teachers

There is no special training programme for teachers.

2.7 Methods and Techniques Adopted

In elementary schools the main methods of moral education are as follows:

(1) The combination between theory and practice.

(2) The method of sentiment: this method calls for teachers' true love for pupils, respect for their personality, good care and advice to do the good and avoid the bad. It also calls for persuasion and education through examples: "Good men, good deeds".

(3) The close co-operation among the school, family and society:

3. Evaluation and Feedback

3.1 Pupil Evaluation

For pupils the evaluation of the subject "Moral" is similar to evaluation in the other subjects. There are examinations of Moral at the end of a period or an extra-curricular activity, or at the end of term. Marks are given according to a 10-grade system.

Besides, in ethics, pupils are classified in different categories: excellent, good, fair and bad.

3.2 Communication of Result

The results of evaluation of ethics are utilized in graduation examinations. Pupils in the bad category in ethics are not permitted to attend the graduation examination.

3.3 Rewards/Motivation Systems

Pupils of the excellent category in ethics may become members of revolutionary organizations for infancy or youth, and may obtain the honoured title "Good Nephew or Niece of Uncle Ho".

3.4 Programme Evaluation

Moral education is an important component of general education, therefore great attention has been paid to evaluate the programme.

3.5 Implementation of Evaluation

Evaluation is carried out as follows:

(1) The evaluation of moral education was studied in several schools;

(2) Workshops on evaluation of moral education were held in some provinces;

(3) The materials of these workshops were utilized for organizing the workshop on moral education by the National Institute of Educational Science.

3.6 Results of Evaluation

The main results of the evaluation of the programme of moral education are as follows:

(1) The objectives, contents, methods and organizations of moral education have been exactly defined;

(2) Following these objectives, contents, methods and organizations several schools have paid special attention to moral education. They have developed the movement "Make one good deed each day" and obtained satisfactory success. The number of pupils in the excellent category in ethics has increased and the number of pupils of the bad category has decreased;

(3) In general, there are still many difficulties in moral education. The efficacy of moral education through the

teaching of different subjects, as well as of the subject "Moral", the class meeting, the combination between the schools, the society and the family, etc. depends on the capacity of the teacher-in-charge. There is no time for extra-class and extra-school educational activities and many schools have not yet met appropriate basic requirements such as "traditional room", etc.

4. Problems and Issues

4.1 Outline of the Problems and Issues

The main problems and issues related to moral education are as follows:

(1) To continue to study more deeply and concretely the objectives, contents, methods and organizations of moral education;

(2) To create facilities for the implementation of the programme of moral education;

(3) To elevate the capacity of teachers by special courses; and

(4) To better the norms and organizations of the evaluation of pupils in ethics.

4.2 Future Prospects

We shall continue the programme of moral education as it is. We shall better its implementation and pay attention to the creative application of this programme in each school according to its needs and concrete situation.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

In Vietnamese general education schools from the elementary level to the secondary level, the labour, technical and work-oriented education is an important component of general education.

1.2 Terms Used

The labour, technical and work-oriented education comprises:

(1) Labour education: education on the importance of labour, of the love for labour, of correct attitudes towards labour.

(2) Technical education: the education of the most indispensable technical knowledge and skills.

(3) Work-oriented education: the education of the system of occupations in society in general, in the locality (village, district, province) in particular; the education of the suitable choice of a career according to the demands for manpower and the ability of the pupil.

1.3 Reasons for Programmes

Special attention is attached to the introduction of labour, technical and work-oriented education into the general education school because the objective of the reformed general education school is to train with high effectiveness the new working people.

1.4 Objectives

The main objectives of labour, technical and work-oriented education are as follows:

(1) To educate pupils to understand the importance of productive labour, to love the labour and to have a correct attitude towards labour;

(2) To foster the pupil's technical knowledge, labour skills, ability to practice and to apply his knowledge to production and national construction; and

(3) To help the pupil to know the different careers of the national economy, the needs of the locality (village, district, province) in manpower and to choose appropriately a career according to these needs and the ability of the pupil.

1.5 Curriculum Areas

The labour, technical and work-oriented education is realized in general education school by the following ways:

(1) Through all subjects which assume, according to their characteristics, the responsibility of suitable labour

and work-oriented education;

(2) Through the organization of productive labour;

(3) Through the theoretical and practical teaching of the subject "Manual Work" in the elementary schools, of the subject "Technique" in the lower secondary and secondary schools; and

(4) Through the work-oriented activities.

1.6 Levels

The labour, technical and work-oriented education is realized in the general education schools at all levels.

1.7 Compulsory or Optional

It is compulsory for all pupils.

1.8 Time Allocation

The time allocation is as follows:

(1) For the subject "Manual Work" in the elementary schools:

From Grades 1 to 3 : 1 period per week;
From Grades 4 to 5: 2 periods per week.

For the subject "Technique" in the lower secondary and secondary schools:

From Grades 6 to 12: 3 periods per week.

(2) For the organization of productive labour:

From Grades 4 to 5: 2 hours per week;
From Grades 6 to 12: 3-5 hours per week.

(3) For the work-oriented activities:

From Grades 6 to 12: 1 period per week.

1.9 Main Emphases of the Programme

The main emphases of the programme at the elementary level are labour education and technical education. At the lower secondary and secondary levels emphases are labour education as well as technical education and work-oriented education.

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2. Instructional Process

2.1 Content

The contents of the subject "Manual Work" and the subject "Technique" are as follows:

From Grades 1 to 3: fabrication of the simple toys with the paper; acquaintance with the simple technical models.

From Grades 4 to 5: sewing; embroidering; modeling; fabrication of toys; acquaintance with the simple technical models; simple agricultural techniques (techniques of cultivation and breeding).

At Grade 6: handicraft; cultivation; forestry.

At Grade 7: service technique; cultivation; breeding.

At Grade 8: woodwork; masonry; agricultural machines; general economy.

At Grade 9: electricity; cultivation; breeding.

At Grade 10: casting; forestry; fishing.

At Grade 11: internal-combustion engine; cultivation; agricultural machines.

At Grade 12: wireless electricity; breeding; general economy.

2.2 Instructional Materials

For the subject "Manual Work" and the subject "Technique" there are appropriate textbooks for pupils and guidebooks for teachers. There are also instructional materials for organizing the productive labour and for work-oriented education for teachers.

2.3 Development of Materials

These materials are developed by the Education Publishing House with the cooperation of the National Institute of Educational Science.

2.4 Free Materials

The textbooks are given free to the pupils.

2.5 Provision of Materials

They are provided by the Province Education Service.

2.6/2.10 Local Resources and Special Facilities

To ensure the successful implementation of the labour, technical and work-oriented education, besides instructional materials, some minimum conditions such as teachers, material basis, etc. are needed.

To have a material basis for the labour, technical and work-oriented education, besides the equipment supplied by the state, by other countries and by UNICEF, teachers and pupils must take part in the productive labour which has given satisfactory results and has contributed to the foundation of school workshops, school-gardens, and work-oriented rooms, etc. Besides, the form of brotherhood between schools and establishments of production has become universal and greatly effective. The establishments are not only ready to receive the pupils for their technical practice and production but to send technicians and skilled workers to help the pupils and furthermore, to equip a material basis for the school.

2.11 Teachers

(1) In the elementary schools the teacher-in-charge teaches the "Manual Work" courses.

(2) In the lower secondary schools and secondary schools, there are special teachers who teach the "Technique" courses.

(3) In the Secondary Teacher Training Colleges, the training of "Manual Labour" teachers has not been a specific pattern of teachers but a training content.

2.12 Teacher Training Programme

(1) In the Teacher Training Universities and in the High Teacher Training Colleges, which prepare the teachers of "Technique" in the secondary schools and in the lower secondary schools, the students - future teachers - receive a special training.

(2) In training the teachers of "Manual Work", and of "Technique", mention should be made of the training through the crash courses programme with a view to upgrading the qualification of teachers.

(3) The imparting of good experiences on the organization

and management of production for teachers of "Technique", and teachers in charge of the productive work, is carried out in seminars or in refresher courses held every summer vacation.

2.13 Support Provisions

At present, the training of teachers of "Technique" and instructors of technical practice has not yet met the general demands. Besides the contingent of teachers of "Technique" undergoing formal training, the school should rely on the following two sources:

(1) Many lower secondary schools and secondary schools have encouraged the teachers of cultural subjects to learn a certain job so that they can teach and guide their pupils to do technical practice; and

(2) Technicians and skilled workers at the near establishments of production take part in teaching and conducting technical practice, technological productive work to the pupils.

2.14 Methods

The main methods used by teachers for labour, technical and work-oriented education are the combination between theory and practice; between education and productive labour.

2.15 Co-curricular Activities

The productive labour organized in the school as an educational means has improved to bring about a good, steady quality of education.

3. Evaluation and Feedback

3.1 Pupil Evaluation

For pupils the evaluation of the subject "Manual Work" or "Technique" is the same as other subjects. There are examinations of "Manual Work", "Technique" at the end of a period or an extra-curricular activity, or at the end of the term. Marks are given according to a 10-grade system.

Besides, in labour education, pupils are classified in different categories; excellent, good, fair and bad.

3.2 Communication of Results

The results of evaluation of labour are utilized in graduation examinations: pupils of the bad category in labour are not permitted to attend the graduation examination.

3.3 Programme Evaluation

Great attention has been paid to evaluate the programmes of labour, technical and work-oriented education. This evaluation was carried out as follows:

(1) The evaluation was studied in several schools;

(2) Workshops on this evaluation were held in some provinces; and

(3) The materials of these workshops were utilized for organizing the workshop on labour, technical and work-oriented education by the National Institute of Educational Science.

The main results of the evaluation of this programme are as follows:

(1) Rationally-organized labour is an ample source to nurture and foster the child's mind;

(2) The effect of labour on ethical education finds its expression in the organization of labour;

(3) The development of the child's aesthetic feelings in labour is associated with the problems of ethics and cognizance in labour;

(4) With regard to the effect of labour on physical development the proper participation in physical labour in all forms in no way adversely affects physical development. On the contrary it reduces the tension created by the "overload" of knowledge in general education schools. Contacts with the Sun and air in the country only benefit the child; and

(5) Several schools have difficulties:

- in evaluation of the pupils in labour;
- in quantity and quality of teachers of "Technique";
- in equipment.

4. Problems and Issues

4.1 Outline of the Problems and Issues

Further study should be continued in the following:

(1) The objectives, contents, methods and organizations of labour, technical and work-oriented education;

(2) The betterment of the teacher training and retraining; and

(3) The evaluation of pupils so that the labour, technical and work-oriented education will be more efficient.

4.2 Future Prospects

The programme of labour, technical and work-oriented education will be continued as it is with appropriate improvement.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition/Meaning

According to the general understanding in Vietnamese schools, there will be "curriculum load" if the number of subjects in the curriculum, the amount of specified content to be covered in each subject syllabus and the time available to cover this content are not suitable to the average ability of pupils, and to average conditions of teaching and learning.

1.2 Concerns of Teachers/Parents/Students

There are different conceptions on "curriculum load". The experienced teachers find the curriculum load about right or light. The inexperienced teachers, on the contrary, consider the curriculum load to be heavy. Good pupils and their parents find the curriculum light. On the contrary disadvantaged pupils and their parents consider the curriculum heavy.

1.3 General Assessment of Curriculum Load

In general, the total curriculum at the elementary school in Viet Nam can be rated as heavy.

The number of subjects in the reformed 1st grade as well as in the unreformed 5th grade is still great and the content of some themes is long and difficult.

1.4 Assessment by Different Dimensions

The following table shows the "curriculum load" of some subjects:

School subjects	Rated/Judged to be	Year 1	2	3	4	5
Scope of Objectives						
1. Language	1. wide	+	+	+	+	+
2. History	2. wide					+
3. Geography	3. wide					+
4. Mathematics	4. about right	+	+	+	+	+
Difficulty of Course						
1. Language	1. difficult	+	+	+	+	+
2. History	2. difficult					+
3. Geography	3. difficult					+
4. Mathematics (1)	4. about right (2)	+	+	+	+	+
	difficult (3)	+	+	+	+	+
Length of Course						
1. Language	1. lengthy	+	+	+	+	+
2. History	2. lengthy					+
3. Geography	3. lengthy					+
4. Mathematics	4. lengthy					+
Availability of Time						
1. Language	1. inadequate	+	+	+	+	+
2. History	2. inadequate					+
3. Geography	3. inadequate					+
4. Mathematics	4. inadequate					+

(1) Language used in textbooks in general is about right.
(2) Compulsory part is about right.
(3) Reserved part for gifted pupils is difficult for ordinary pupils.

1.5 Factors Contributing to the Problem of Curriculum Load

The factors which contribute to the problem of curriculum load are as follows:

(1) The inadequacies in teacher effectiveness;
(2) The lack of facilities; and
(3) The unsuitable management of schools.

1.6 Nature and Amount of Homework

The purpose of homework assigned to pupils at the elementary school is to review the learned-knowledge and solving the given exercises and questions. In general, for each lesson in the classroom there is corresponding homework for 15 to 30 minutes. For each day the total homework is 1 to 2.5 hours.

1.7 Effects on Enrolment/Achievements

The curriculum load has had a bad effect on enrolment and pupil achievement. The number of repeaters increases and the repetition leads to dropout.

1.8 Major Studies into Curriculum Load

During the 1983-1984 school year a study to evaluate the unreformed curriculum and textbooks for the 4th and 5th grades as well as the reformed curriculum, textbooks and guidebooks for the 1st, 2nd and 3rd grades was undertaken by the National Institute of Education Science with the cooperation of the Department of General Education of the First and Second Level (i.e., the Department of Basic General Education) and the Education Publishing House. Procedures followed were as follows:

(1) Different tests have been prepared;

(2) The visits in about 30 selected schools in North Viet Nam and in about 20 selected schools in South Viet Nam have been completed;

(3) In selected schools, including rural and urban schools, the study has been carried out through the prepared tests, observations of schools, interviews and discussions with the principals and teachers, conversations with the pupils and their parents, analysis of different documents, etc., and

(4) The collection and analysis of data has been made.

Major findings of the study are as follows:

(1) At the 1st grade and at the 5th grade, there are many subjects. For example, at the 5th grade there are separated subjects History and Geography with long and difficult content. At the 1st grade, pupils do not yet read or write during the first term of the school year. However, they must learn many subjects;

(2) In general, the objectives, contents, courses of the subject "Vietnamese language" are wide, long and difficult;

(3) At the 4th and 5th grades, the objectives, contents, courses, exercises and problems included in the subject "Mathematics" are wide, long and difficult. At the other grades the distinction of different parts of the subject "Mathematics" for gifted pupils and for ordinary pupils has not been well understood by teachers who have taught all parts to ordinary pupils; and

(4) The inadequacies in teacher effectiveness, the lack of facilities and the unsuitable management of school have contributed to the problem of curriculum load.

1.9 Modification and Curriculum

In the light of the feedback available it has been considered necessary to improve the curriculum, textbooks, instructional materials, and management of schools in order to overcome the curriculum load as follows:

(1) The objectives of all subjects, in particular, Vietnamese language and mathematics, must be revised;

(2) The textbooks and the course content must be appropriately modified;

(3) The guidebooks must be more concrete;

(4) The necessary instructional materials must be made;

(5) The management of schools must be improved; and

(6) The quality of teachers must be increased.

Much attention is paid to the elementary level which is the foundation of education. Many studies and many measures have been carried out in order to improve the development and quality of elementary education. These studies and measures have given several defined results, in particular, on the problems of integrated curriculum, political and moral education, labour technical and work-oriented education, of overcoming the curriculum load. However these results are not sufficient. We shall take greater pains to develop and improve the elementary education in our country.

WESTERN SAMOA

I. Background Information

1. General Information

The Samoan Group of islands is located in the tropics 14° south of the equator between longitude 168° and 173°, just east of the International Date Line.

Western Samoa, the larger and the westerly portion of the Samoan Archipelago, is made up of seven islands with a total area of 1,100 square miles, almost all accounted for by the two main islands, Savail (600 sq. miles) and Upolu (430 sq. miles). Only two of the five smaller islands (Manono and Apolima) are inhabited.

Western Samoa has been independent since 1962 following 15 years of German colonization and 43 years of New Zealand administration first under a mandate of the League of Nations and later as a trust territory of the United Nations.

The islands are formed from a chain of volcanic eruptions and rise steeply from the ocean floor. Volcanic cones and remnants of the crest reach 4,000 feet in Upolu and 6,000 feet in Savail. They are almost surrounded by fringing reefs, but in places, particularly in Savail, the reef has been covered by lava flow. The topography of Western Samoa is rugged and mountainous due to volcanic activity, and only small areas have been built up from alluvium or coral sand deposits.

The total area of Western Samoa is approximately 723,000 acres. Of this 15,545 acres are in crater lakes and lagoons and 23,240 acres in barren lava fields. A further 300,000 acres are recommended to remain under forest cover to protect watershed reserves. The usable land area is 379,215 acres.

Because of its equatorial position, Western Samoa does not experience any marked seasonal variation in its temperature. The annual mean temperature is 79.5°F with 1.2°F range in maximum temperatures and a 2.7°F range in minimum temperatures. Due to the dominance of easterly and southerly moisture bearing winds, the northwestern portions of both islands and the south eastern margin of Savail are rain shadow areas receiving approximately half the annual total rainfall experienced in the upland and highland areas (over 200" of rain per annum) and they experience dry season conditions during May to October. The remainder of Samoa receives good rainfall in all months of the year although

the heaviest falls are obtained during the 'wet' season which reaches its peak during December to February.

By the end of 1981, the population of Western Samoa totaled 156,000 with 113,000 on Upolu and 43,000 in Savail. Apia, the only town and seat of Government in the country has some 35,000 inhabitants. In common with other developing countries, Western Samoa has a young population: 60% are below 20 year of age. The Samoan people are relatively homogeneous as 89% are pure Samoans, but there is an admixture of Chinese and European blood.

The culture is basically and distinctively Samoan embodied within the all dynamic concept of the Faa-Samoa, the Samoan way of life under the Faamatai.

2. Social System

Samoan Society follows a traditional Faamatai pattern based on the Aiga (extended family) and ownership of the land by the family under the organizational leadership of the matai. The matai is the dynamic force in the social, political and economic system of Samoa. As heir selected from among heirs in the Aiga to hold the traditional matai title of the family, the matai in accepting this great honour inherits the responsibilities of:

(1) To guard and protect the aiga heritage, whether this be in terms of material ownership, or the status of the aiga within the village, district or the whole of the Samoan genealogy;

(2) To uphold the powers, prestige and good name of the family; and

(3) In accordance with the modern economic term of 'mataism' (as opposed to communism and capitalism) "to accumulate as much wealth to be shared with as many as possible".

The productivity of each aiga is therefore dependent to a large extent on the capability, initiative and resourcefulness of the matai who has complete control and jurisdiction overall family land. The survival of the extended family system depends entirely on the concept of interdependence of goodwill, and absolute cooperation, subservient obedience and respect for one another, but above all, for the matai the aiga has selected. The sharing of material goods contributed to the strengthening of ties within the family, and by the same token, the sharing of fine mats and food within the village communities contribute to the same idea of obtaining respect, dignity and prestige for one's aiga in the eyes of Samoan Society. This close interdependence, the giving and taking within the extended family and village communities etc., consolidates the security of an individual at any level of Samoan Society so that one is never

alone in one's personal time of crisis; that there will always be others to consult or resort to when one is indeed in need.

United Nations has classified Samoa as one of the least developed countries (LDC), the only one in the Pacific Region. This is due to its low per capita income. National income statistics were not available but it was estimated that Samoa's GNP per capita was about US$350.00. The difficulty of calculating per capita income arises from the fact that 75% of the total population lives by subsistence agriculture and fishing. Agriculture constitutes the principal activities in Samoa; it is therefore the main stay of Samoa's economy and provided employment for 60% of the work force. Agriculture is responsible for 97% of export, the principal export being copra and cocoa. Its development requires labour intensive management practices hence increased production will also boost employment. Agricultural development is also seen by Government as the key to halting the pronounced drift from rural areas to Apia.

II. Development of Education

When we speak of the development of Education in Western Samoa, we are in fact talking mainly about Primary Education, because it was not until the 1950's that Secondary Education was introduced.

1. Brief Historical Background

(1) 1830 - 1900

Mission activities led to the establishment of Pastor Schools in the villages. These schools were established mainly by the London Missionary Society and Wesleyan Missions.

The Marist teaching orders established two schools in Apia specifically for children of mixed marriages.

The aim of education in this period was to enable the Samoans to read, write and reckon in their own language. These skills were regarded as desirable in a Christian and therefore became the primary concern of the 'educators' and the pastors. This limited curriculum extended to include other useful skills such as house building, boat building, agriculture, horticulture, sewing, printing, commercial work and the teaching of English.

Mission education in the vernacular proved most successful. A group of dignitaries from London recorded in 1900 their amazement at finding a population who were almost one hundred percent literate in their own language.

(2) 1900 - 1914: German Administration

There were no major developments or Government participation in this period other than in the school for German children. The Administration however made the German language a compulsory subject in all Mission schools.

(3) 1914 - 1962: New Zealand Administration

The New Zealanders introduced the concept that education is a state responsibility and duty, and that the most democratic way of handling this commodity is to make it secular. By 1920 that New Zealand administration had started to take over the village schools operated by pastors and called Grade 2 schools. These Grade 2 schools went as far as Standard 2. The Missions however continue to operate more specialized schools, placing more emphasis on religious teaching. The curriculum for Grade 2 Schools was largely made up of 'decrepited syllabuses' from New Zealand.

The New Zealand Proficiency Examination was also introduced to a few top students in Apia where there was a Standard 6 class. It was not until the late Hon. Peter Fraser (Prime Minister of New Zealand) sent a team of three led by Dr. Beeby that any major changes for education in Western Samoa reached the planning stage.

Since the team came in response to Western Samoa's leaders' expressed wish for political independence, the "aim of education" was now seen as the preparation of an elite, mainly through the New Zealand scholarship scheme, who would be able to return and work in an independent nation. As a long term view this scheme was also introduced to provide an opportunity for young Samoans to be trained so that they might become the future leaders of the country.

In 1945, the first group of scholarship students left for education and training in New Zealand. During the latter half of the forties and the early fifties, more effort was made to upgrade the schools in Western Samoa and to introduce to the secondary schools, the New Zealand curriculum that leads to the New Zealand examinations of School Certificate and University Entrance. The principals and staffs of secondary schools and teachers college were in the main from New Zealand. These people were in a Scheme of Cooperation which meant that, apart from other conditions, their work effectiveness in the classroom was inspected and graded by New Zealand school inspectors presumably on New Zealand standards. It is easy to see now how the system of Education in Western Samoa came to be dominated by the New Zealand System, and how the curriculum became narrowed to a New Zealand one, and why the average Samoan parent has to accept albeit tacitly that to be educated, one must pass a New Zealand examination after being through a peculiarly New Zealand educational process.

(4) 1962 - The Independent State of Western Samoa

In the early years of the Independent State of Western Samoa, there were no significant changes brought to its education system. In fact, it continued to function on a system that was left by the New Zealand Administration. This was understandable when one considers the fact that the majority of Samoan student's sent overseas, either on Government Scholarships or as private students, were sent to New Zealand. Furthermore, the best of Western Samoa students were offered each year as candidates for the New Zealand School Certificate Examination at the Form 5 level and also for the New Zealand University Entrance Examination at the Form 6 level. This meant that each year a selected number of students in the well recognized secondary schools were exposed to New Zealand oriented curriculum with the view that they would become the candidates for one or other of these New Zealand examinations.

(5) Statistics

In 1968, an expert from the International Labour Organization conducted a manpower survey in Western Samoa and submitted a report which showed up some of the problems that one would anticipate from the foregoing resume of the development of education in Western Samoa. The major weakness was that the majority of the students had been educated in a very academic system but there were not enough job vacancies or "white collar jobs" in the country.

In 1969, the Department of Education discovered that over 82% of the school age population were in the Government Schools. Only 50% of this were selected into secondary level and of the latter, only 5% finally advanced to a Fifth Form. Those who passed University Entrance and eventually won an award to study in a University or other institution of higher learning made up one percent of the total school age population. This was a very serious state of affairs, and in planning the development of education, these factors were kept very much in mind, and three very main basic assumptions were made by the Department of Education in its attempt to place in order its priorities:

(1) that the rate of population growth in Western Samoa continue at its present speed of 3% (among the highest in the world);

(2) that Western Samoa will continue to be less endowed in material wealth (or poor); and

(3) that every Samoan men, women and child will have to plant taro heads, bananas or coconuts, or raise chickens or pigs to augment his small cash earnings.

The foregoing outline has laid bare some of the serious problems in education in Western Samoa:

(1) the lack of opportunities for primary education for children of the country.

(2) the poor quality of the education offered due to the fact that the Curriculum is unrelated to Samoan conditions.

(3) lack of job opportunities, and difficulties in finding alternatives, for example, immigration to New Zealand and other overseas countries where work opportunities are better.

2. Some Long Range and Short Term Objectives

In relation to primary education, some of the long range and short term objectives were spelled out in the Second Five Year Plan of 1971 - 1975, and they were:

(1) Long Range Objectives

The long term objective is to evolve an educational programme which will better prepare the people of Western Samoa to cope with modern life - modern in the sense of present and ongoing while retaining as much as possible of Samoan culture and the Samoan way of life, which is essential to the development of a people's identity.

(2) Short Term Objectives

These are:

(a) The provision and development of full primary education for every child in Western Samoa.

(b) The development of subject syllabuses at both primary and post-primary level, recognizing the facts that more than 90% of Samoan children will live and die in Western Samoa; that the only resource for economic development available to the Samoan is his land; that the hopes, needs, attitude and life-view and family life are changing rapidly.

(c) That a vocational bias in the development of all subjects be stressed, even at the primary level.

(d) That pre-service teacher education be developed along appropriate lines.

3. "Samoanization" of Curricula

In implementing some of the objectives identified, the

Education Department made an attempt to relate the teaching of various subjects more closely to Western Samoan Situations. In 1966, a start was made with the introduction of the Samoan language and cultural programme. It is considered that the changes due to contact with other countries, and with technological changes, are inevitable, and that one of the ways in which the people can be prepared for these changes, and enabled to be more effective in handling and in understanding the mechanism of change is to develop and strengthen Samoan identity. Knowing how close the links are between language and culture and the spiritual values of Samoa, the Department of Education has stressed this particular subject in its programme.

This relating of subject teaching to the Samoan situation is repeated in all other subjects of the curriculum, e.g. in the modern mathematics programme a syllabus has been developed for the Samoan courses and the mathematical concepts have been developed and taught with a series of examples and applications drawn from the Samoan way of life and environment. In the primary level, the programme is given both in Samoan and English.

Similar work has been attempted in the teaching of elementary science, social science and other subjects of the curriculum. The aim is not to deprive the Samoans of the information and skills necessary for modern living, but to give this informations and skills in a form that is readily understood and therefore immediately useful to the individuals.

III. The Structure and Objectives of Primary Schools

The education of children is an important part of Western Samoan life, and the Primary School is regarded as an integral part of the village by the Samoan people.

In determining the aims of education, both the culture of Western Samoa and the expectation of the local community are given careful consideration, in order to ensure harmony and compatibility between the school and society.

In this context, the following broad aims are seen as the basis of Primary Education in Western Samoa:

(1) To provide children with a wide variety of learning experiences in the school, in order that they will be able to progress to their full potential.

(2) To equip the children with the necessary knowledge, skills and attitudes to enhance further the learning process.

(3) To provide children with the opportunity to understand and appreciate their environment and heritage.

(4) To foster the physical, social and moral development of children both as individuals and as contributing members of own society.

1. Specific Aims of Education for Primary Schools

Following on from the broadly stated aims, the four main areas of primary education are:

(1) Intellectual area;
(2) Cultural area;
(3) Physical, Health and Recreational area; and
(4) Personal and Emotional area.

Specific aims in each of these areas are divided into three categories: (a) Knowledge; (b) Skills; and (c) Attitudes.

(1) Aims in Intellectual Area

(a) Knowledge

(1) The child should have a wide vocabulary in Samoan and a good basic vocabulary in English.

(2) The child should know the correct spelling of a basic general vocabulary in both Samoan and English.

(3) The child should have a sound understanding of the basic structures of the Samoan and English languages.

(4) The child should have a general knowledge of the historical, geographical, cultural, economic and social aspects of the local environment.

(5) The child should have a general knowledge of times and places beyond the local environment.

(6) The child should, through the study of other countries, begin to have some knowledge of the other world religions.

(7) The child should have knowledge of the subject areas of the agreed curriculum developed sequentially, and the methods by which this knowledge is acquired should conform to those commonly acceptable at that time.

(8) The child should have some basic scientific

concepts relevant to the local environment; for example, properties of material life cycle of living things.

(9) The child should be aware of modern technological development; for example, space travel, and communications.

(b) Skills

(1) The child should know how to convey meaning clearly and accurately through speech both in Samoan and English.

(2) The child should be able to listen with concentration and understanding.

(3) The child should be able to read fluently and accurately both orally and silently. By the end of primary schooling, the child should have a minimum reading age of eleven in Samoan and ten in English.

(4) The child should be able to read with understanding material in Samoan and English appropriate to the age group and interests.

(5) The child should know how to write in Samoan and English appropriate to different purposes, for example, factual, letters, descriptive accounts.

(6) The child should know how to write in Samoan interestingly and with sensitivity and know how to write interestingly in English.

(7) The child should know how to observe carefully, accurately and with sensitivity.

(8) The child should be developing the skills of acquiring knowledge and information from written material by summarizing, taking notes accurately and using the library.

(9) The child should know how to acquire information other than by reading; for example, by asking questions, by experimenting, by listening to the radio, by watching films, plays and concerts.

(10) The child should understand the appropriate basic concepts of number, geometry, measurement, sets, spatial relationship and graphical representation.

(11) The child should understand and be able to perform the basic operations and processes of mathematics.

(12) The child should know how to apply the appropriate basic concepts of mathematics to solve problems.

(13) The child should know how to use elementary mathematical techniques in everyday life; for example, telling the time, using money, estimation, classification.

(c) Attitudes

(1) The child should be developing the ability to make reasoned judgements and choices, based on relevant information.

(2) The child should be developing a critical and discriminating attitude toward experiences.

(3) The child should be industrious, persistent and conscientious.

(2) Aims in the Cultural Area

(a) Knowledge

(1) The child should know those customs and values relating to people and property which are the basis of Samoan culture especially those values and conflicts related to the extended family.

(2) The child should begin to acquire the knowledge needed to understand the community social organizations; for example, the Women's Committee, the Aualuma, Aumaga, and Autalavou.

(3) The child should have a sound knowledge of the traditional role and values of arts, crafts, music and dance in Samoan culture.

(4) The child should know some of the legends of Samoa.

(b) Skills

(1) The child should know the appropriate techniques of traditional and modern arts and crafts.

(2) The child should have appropriate skills in traditional and modern music making and in traditional dance.

(3) The child should know to behave appropriately in a variety of situations; for example, talking to elders, talking to visitors, general conduct in the village, going on a malaga, going on formal outings.

(4) The child should know how to behave with courtesy and good manners both in and out of school.

(c) Attitudes

(1) The child should be beginning to develop an appreciation and an understanding of the problems and conflicts which will have an effect in the family and the community.

(2) The child should be generally obedient to parents, teachers, and all authority.

(3) The child should appreciate the need to maintain kinship and family ties.

(4) The child should appreciate community roles and be willing to accept the responsibilities involved.

(5) The child should be careful with, and respectful of, individual and community property.

(6) The child should be able to express feeling through arts, crafts, music and dance.

(7) The child should be able to listen to and enjoy traditional and modern music.

(8) The child should be developing a personal appreciation of beauty in some of its forms both natural and artistic and be able to talk about it.

(3) Aims in Physical, Health and Recreational Areas

(a) Knowledge

(1) The child should have an elementary understanding of the basic function of the body.

(2) The child should have an understanding of the

basic principles of health, hygiene and safety.

(3) The child should have an understanding of the rules of traditional and modern games.

(b) Skills

(1) The child should have a range of movement, gymnastics and games skills.

(2) The child should know how to play a variety of games.

(3) The child should know how to apply the basic principles of health, hygiene and safety.

(4) The child should know how to handle safety tools and equipment encountered in everyday life.

(c) Attitudes

(1) The child should be encouraged to develop positive attitudes to health, hygiene, sport, safety and recreation.

(2) Every child should be encouraged to learn to swim.

(3) The child should find enjoyment in leisure time, interests and activities.

(4) Aims in the Personal and Emotional Area

(a) Knowledge

(1) The child should be beginning to understand personal emotion.

(2) The child should be beginning to realize the importance of playing a part in personal development by recognizing strengths and limitations and setting personal goals accordingly.

(3) The child should have some knowledge of the Bible and Christian beliefs.

(b) Skills

(1) The child should be developing the ability to control behaviour and emotions.

(2) The child should be developing the ability to plan independent and directed work and organize time.

(c) Attitudes

(1) The child should be beginning to acquire a set of moral values on which to base behaviour; for example, honesty, sincerity, sportsmanship, personal responsibility.

(2) The child should be an individual developing uniquely and taking into account society expectations.

(3) The child should be developing the capacity to form a considered opinion and to act upon it.

(4) The child should be self-confident, should have a sense of personal adequacy and be able to cope with the environment at an appropriate level.

(5) The child should find enjoyment in a variety of school tasks and gain satisfaction from them.

(6) The child should be developing inquiry and creativity in some fields; for example, arts, crafts, music, constructing toys from local materials and dance.

(7) The child should be adaptable to changing circumstances and flexible in outlook.

(8) The child should have a questioning attitude towards the environment.

(9) The child should be kind and considerate.

(10) The child should be developing tolerance and respect for and appreciation of the feelings, views and capabilities of others.

(11) The child should appreciate the need to maintain close personal friendships.

2. Implementation of Specific Aims

Progress towards achievement of these aims implies that there will be:

(1) Development of sequential curricula for elementary or primary schools in;

Samoan Language	- Listening, Speaking, Writing and Reading.
English Language	- Listening, Speaking, Writing and Reading.
Basic Science	- Health, Nutrition, Agriculture and Environment.
Social Science	
Mathematics	
Music, Arts and Crafts	- Traditional and Modern.
Physical Education	- Basic Skills, Games, Dance and Recreational.

(2) Development of the tools for measuring the progress of skills acquisition;

(3) Close co-operation between curriculum committees and the Teachers Training College, to provide suitable pre-service teacher education;

(4) Provision of in-service education to promote the implementation of the aims; and

(5) Development of a sliding scale for allocation of time to each subject area from Lower Primary to Upper Primary.

3. Structure of Primary School

In order to achieve these aims the Primary School will provide eight years of education, divided into the following classes:

Lower Primary - Class One, Class Two, Class Three.
Middle Primary - Class Four, Class Five, Class Six.
Upper Primary - Form One, Form Two.

The Curriculum Unit is one of the most vital components of the Department of Education. It began to grow out of the need to relate what was being taught to the real Samoan way of life. The unit began by bringing in the local teachers who showed some interest in one or other of the subjects of the curriculum. They knew more about what the Samoan children need than their counterparts from overseas. These teachers were called in after school

hours and they formed Subject Committees which dealt with each of the core subjects.

Where it was possible, a teacher was appointed to work full time as organizer of a particular subject. The organizer together with the Subject Committee members met several times to discuss the subject as presented to the schools and to suggest ways of updating the schools' programme. Courses, workshops and seminars had been held to train the teachers on some of these new changes.

It was through this effort that teachers who were interested in each subject area were able to be identified. Some of them were granted opportunities to attend overseas courses that were related to their particular subject.

Further assistance was given to these teachers by overseas consultants on ways of training other teachers to understand the subject matter and the teaching methodology of the subject. This method has helped the teachers in each subject Committee to gain a deeper insight into the content of each subject and it has also made them more confident in teaching the subject to students at each different class level.

A Brief Case Study in Curriculum Development

[Subject: Social Science]

In 1978 a new Committee for revising the already existing Social Science Curriculum in Western Samoan Primary Schools was set up. This Committee decided to change completely the curriculum, as it was found to be irrelevant to present living in Western Samoa. The teaching methods employed were found to be too conventional and did not make use of the many skills, of which children are capable, and this inhibited social and academic development. The content of the Curriculum emphasized non-Pacific studies, for instance, the history of Egypt. Importance was placed on myths and legends of Samoa which, although interesting and useful knowledge, did not relate to the contemporary times and the problems faced in our society. In general the curriculum was inadequate.

The new curriculum, which emerged in 1980 and which is now taught in the middle Primary School on a trial basis, is designed to provide our school children with opportunities to discover for themselves the problems and the possible solution to these; and to encourage constructive thinking and attitude towards the gradual processes of westernization, and the loss of many traditional ways. Children are thus equipped to contribute to the future development of the nation.

This approach to teaching Social Science in the Primary School may be referred to as the Inquiry Approach, a process of

concept attainment, concept development and generalizing. The skills involved in this process are many and allow for integration between all subject areas in the elementary or primary school curriculum.

The initial workshop held at Macquarie University, Australia, in 1979 focussed on the training of the Committee members in writing Social Science Units for the classroom. Extensive use of the University resources was made. An excursion to a mushroom farm and a mixed farm (cattle and vegetables) provided the committee with first hand experience as such, and also allowed for such skills as interviewing, observing, analyzing and preparing retrieval charts.

From 1980 to 1984, writing workshops were alternately conducted at Macquarie University and in Apia. Sometimes up to four workshops are conducted in one year.

(1) Committee's Tasks

Writing of Aims and Objectives for Social Science Curriculum

This is followed by the selection of content for each class in the primary school. The following is an outlines of the structure of the curriculum:

Structure of Curriculum

Class	Theme	Content
Three	The immediate Samoan Family	- child's home environment - needs and contribution
Four	The Samoan Village Community	- village life in the past/190 - village life at present
Five	The Family in an Urban Community	- a family in Apia - a family in Sydney, Australia
Six	Looking at a Nation	- Western Samoa - Papua New Guinea
Form 1	Man's Adaptation to the Environment	- The Eskimos of H. America - People of Japan
Form 2	Regional Inter-dependence	- Western Samoa - New Zealand - United States of America

The units are written, edited and translated into the Samoan language for classes three to six. The Forms 1 and 2 units are taught in English.

There are no units for the first two classes as Social Science is integrated into Language Studies using the "Thematic Approach".

(2) Implementation of Trial Units

Pilot schools are selected on an across-country basis to provide a wide representation of the schools. The units are trialled for a period of one school year, at the end of which the teacher involved provides the Committee with feedback on the trial units. This is done through questionnaires and when possible, at discussion cell meetings. From this information the Committee works on revising the trial units, preparing them for another year of re-trialling.

After the second trial, the units are re-edited and put into their final form.

As at the end of 1984, all the units had been launched and taught on a trial basis except the Form 2 Units.